

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180022

Grants.gov Tracking#: GRANT12657925

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180022

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1238-GEPA 427_FINAL)</i>	e12
6. Grants.gov Lobbying Form	e21
7. Dept of Education Supplemental Information for SF-424	e22
8. ED Abstract Narrative Form	e23
<i>Attachment - 1 (1237-2018_T6_Abstract_Final_Flat)</i>	e24
9. Project Narrative Form	e26
<i>Attachment - 1 (1236-REEEC_T6_Narrative_Final_Submission_Flat)</i>	e27
10. Other Narrative Form	e81
<i>Attachment - 1 (1234-2018_T6_REEEEC_CombinedInsertsAppendices)</i>	e82
11. Budget Narrative Form	e171
<i>Attachment - 1 (1235-2018-22 REEEEC NRC_FLAS BUDGET_FINAL_flat)</i>	e172

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Illinois

8. APPLICANT INFORMATION:

* a. Legal Name: Board of Trustees of the University of Illinois

* b. Employer/Taxpayer Identification Number (EIN/TIN):

37-6000511

* c. Organizational DUNS:

0415440810000

d. Address:

* Street1: Sponsored Programs Administration (SPA)

Street2: 1901 S. First Street, Suite A

* City: Champaign

County/Parish: Champaign

* State: IL: Illinois

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 61820-7406

e. Organizational Unit:

Department Name:

Russian, East European,

Division Name:

and Eurasian Center (REEEC)

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name: Linda

Middle Name:

* Last Name: Williams

Suffix:

Title: Director, Sponsored Programs Administration

Organizational Affiliation:

SPA

* Telephone Number: 217-333-2187

Fax Number:

* Email: spapreaward@illinois.edu

PR/Award # P015A180022

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Illinois REEEC NRC & FLAS 2018-22

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,495,672.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,495,672.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Board of Trustees of the University of Illinois

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	19,000.00	19,570.00	20,157.00	20,762.00		79,489.00
2. Fringe Benefits	7,231.00	7,448.00	7,672.00	7,902.00		30,253.00
3. Travel	14,600.00	11,500.00	11,500.00	9,000.00		46,600.00
4. Equipment						
5. Supplies	11,000.00	11,000.00	11,000.00	11,000.00		44,000.00
6. Contractual						
7. Construction						
8. Other	206,557.00	209,091.00	209,407.00	202,076.00		827,131.00
9. Total Direct Costs (lines 1-8)	258,388.00	258,609.00	259,736.00	250,740.00		1,027,473.00
10. Indirect Costs*	20,671.00	20,689.00	20,779.00	20,059.00		82,198.00
11. Training Stipends	346,500.00	346,500.00	346,500.00	346,500.00		1,386,000.00
12. Total Costs (lines 9-11)	625,559.00	625,798.00	627,015.00	617,299.00		2,495,671.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of the Navy

The Indirect Cost Rate is 31.90 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180022

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Board of Trustees of the University of Illinois	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180022

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Timothy Tufte	Comptroller
APPLICANT ORGANIZATION	DATE SUBMITTED
Board of Trustees of the University of Illinois	06/20/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Board of Trustees of the University of Illinois * Street 1: 1901 S. First St Street 2: Suite A * City: Champaign State: IL: Illinois Zip: 61820-7406 Congressional District, if known: IL-013		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known: ED-GRANTS-052518-001	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Linda Middle Name: * Last Name: Williams Suffix: * Street 1: 1901 S. First St Street 2: Suite A * City: Champaign State: IL: Illinois Zip: 61820-7406		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Linda Middle Name: * Last Name: Williams Suffix: * Street 1: 1901 S. First St Street 2: Suite A * City: Champaign State: IL: Illinois Zip: 61820-7406		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Timothy Tufte * Name: Prefix: * First Name: Avijit Middle Name: * Last Name: Ghosh Suffix: Title: Comptroller Telephone No.: 217-333-2187 Date: 06/20/2018		
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PR/Award # P015A180022

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-GEPA_427_FINAL.pdf

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SECTION 427 GEPA: Ensuring Equitable Access to and Participation in Programs.

As part of a major public university, The Russian, East European, and Eurasian Center (REEEC) is bound by the University of Illinois' Nondiscrimination Statement which "requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms." As such we "will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities."

REEEC will follow the UI's *Nondiscrimination Policy* (see below), its *Policies and Procedures for Addressing Discrimination and Harassment*, and its policies regarding the accommodation of persons with disabilities, of which UI is a national and international leader. The six typical barriers (gender, race, national origin, color, disability, age) that can impede equitable access or participation will not prevent students, staff, and others from benefitting from REEEC's program and activities. For employment, the REEEC will follow a comprehensive set of UI nondiscrimination standards and a system of control to monitor compliance and make active efforts to recruit faculty, staff, and students from underrepresented groups. This includes working with schools, community agencies, and institutional departments, and encouraging females, the disabled and persons of color to apply for positions by advertizing in non-traditional media (e.g., AHEAD, *Diverse Issues in Higher Education*, *Hispanic Outlook*). UI enforces conformance to these standards by all contractual partners. In addition REEEC, housed in Illinois

International Programs (IIP), will work with the unit's Affirmative Action officer as well as the Equal Employment Opportunity officer for compliance with institutional nondiscriminatory policies and appropriate laws and to ensure we attract the most qualified participants irrespective of race, creed, gender, age, or disability, while striving for diversity.

UI continues to diversify in terms of the representation of minorities and women as evidenced in recent hiring practices. The percentage of underrepresented groups among tenure track faculty at UI has steadily increased from 11% in 2014 to over 27 % in 2017. Nearly 45% of assistant professors are from underrepresented groups. The % of women tenured faculty increased from 15% in 2007 to 28% in 2017. The Executive Committee is charged with ensuring diversity in program staffing and participation.

It is central to our mission to not only reject all forms of discrimination, but to ensure that our programs are accessible to all (see Section B.3 of the application narrative). REEEC's many events are open to the public and advertised widely to reach all students on our campus, and our larger non-university community state-wide. UI serves an increasingly diverse state and region. In 2016, 20% of UG and over 20% of tenure track faculty identified as underrepresented minorities. Through UI's 'Inclusive Illinois' program, efforts to recruit, retain, and provide career placement have been substantially augmented; diversity recruitment of faculty has also been a priority through the Provost funded Target of Opportunity hiring program.

REEEC will make special efforts to encourage participation among the university's ethnic minority students. For example, courses and study abroad programs will be promoted through the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), and college diversity officers. Illinois has a number of award and scholarship programs dedicated to underrepresented students, including The President's Award Program and the

Illinois Promise program, which provides financial aid to high-achieving low-income students. IIP maintains the I4I study abroad scholarship fund, part of which is specifically targeted to low income and minority students. IIP also launched the very successful Enabled Abroad program, seeking to facilitate the participation of students with disabilities in study abroad, and a dedicated program for service learning abroad, with particular emphasis on reaching underrepresented students.

REEEC's outreach programs are similarly inclusive. Persons with disabilities have full access to REEEC programs offered on campus as virtually all of the university's facilities, including buildings, streets, and public transportation, are accessible to the disabled. EUC lectures are recorded and archived with closed captioning. The REEEC website and all streaming videos comply with accessibility standards, allowing access for users with screen readers. In addition, the Disability Office will be consulted as necessary should participants or staff self-disclose a disability to ensure reasonable accommodations are provided.

UI is a global leader in serving students with disabilities. UI developed the country's the first wheelchair-accessible bus system, and has continued to produce many innovative forms of assistive technology and personal attendant services provided by the Division of Disability Resources and Education Services (DRES). In AY17-18, DRES awarded nearly \$400,000 in tuition waivers, student awards and scholarships to students with disabilities. DRES has worldwide recognition for providing state-of-the art services for students with a range of physical and mental disabilities, including EUC students. UI's Beckwith Residential Support Services received the 2012 Barrier-Free America Award from Paralyzed Veterans of America; the first university to receive this award. This trend of ensuring an accessible campus has led to ADA accessible buildings, and ADA compliant library websites and electronic catalogs.

Finally, Illinois is a recipient of the 2017 Higher Education Excellence in Diversity (HEED) Award, earning the award for a fifth year in a row. The HEED Award is the only national recognition honoring colleges and universities that exhibit outstanding efforts and success in the area of diversity and inclusion throughout their campuses. UI "has an unprecedented number of programs and initiatives in place that provide substantial opportunities for students, faculty, and staff from all underrepresented groups," according to Insight Into Diversity magazine, which awards HEED.

Campus Administrative Manual

NONDISCRIMINATION POLICY

Purpose

The commitment of the University of Illinois at Urbana-Champaign (Illinois) to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. This policy is designed to promote a safe and healthy learning and work environment and to comply with multiple laws that prohibit discrimination, including: Equal Pay Act of 1963, Title VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act Amendments Act, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments Act of 1972, the Pregnancy Discrimination Act of 1978, the Uniformed Services Employment and Re-employment Act, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Genetic Information Nondiscrimination Act of 2008, and the Illinois Human Rights Act. This policy and the associated procedures are established to provide a means to address complaints of discrimination or harassment based on the protected categories described herein.

Scope

This Nondiscrimination Policy applies to admissions, employment, and access to and treatment in University programs and activities. In furtherance of Illinois' (University of Illinois at Urbana-Champaign) commitment to the principles of equality and equal opportunity, this policy may be invoked by students, applicants, visitors, faculty, staff, employees, and former employees of the University of Illinois Urbana-Champaign.

Authority

Office of the Chancellor.

Policy

It is the policy of the University not to engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, arrest record status, unfavorable

discharge from the military, or status as a protected veteran and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

Definitions

Discrimination

To be subject to different treatment based on membership in a protected classification and to thereby experience an adverse employment or academic action or to be excluded from participation in or denied the benefits of a University program.

Harassment

A form of discrimination and unwelcome conduct based on an individual's status within a Protected Classification. The unwelcome conduct may be verbal, written, electronic or physical in nature. This policy is violated when the unwelcome conduct is based on one or more of the protected classifications (defined below), and is either:

- (1) sufficiently severe or pervasive; and (2) objectively offensive; and (3) unreasonably interferes with, denies, or limits a person's ability to participate or benefit from educational or employment opportunities, assessments, or status at the University; or
- performed by a person having power or authority over another in which submission to such conduct is made explicitly or implicitly a term or condition of educational and/or employment opportunities, participation, assessments, or status at the University.

Protected Classifications

Race, color, religion, sex, pregnancy, disability, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, arrest record status, unfavorable discharge from the military or status as a protected veteran.

Retaliation

Any action, or attempted action, directly or indirectly, against any person(s), because they have, in good faith, reported or disclosed a violation of this policy, filed a complaint of discrimination, or in any other way participated in an investigation, proceeding, complaint, or hearing under this policy. Retaliation

includes, but is not limited to harassment, discrimination, threats, job termination or other disciplinary action, negative job performance evaluations, adjustment in pay or responsibilities, or actions that have a negative impact on academic progress. Actions are considered retaliation if they have a materially adverse effect on the working, academic, or living environment of a person or if they hinder or prevent the person from effectively carrying out their University responsibilities. Any person or group within the scope of this policy who engages in retaliation is subject to a separate complaint of retaliation under this policy.

Sexual misconduct

Defined as set forth in CAM (Campus Administrative Manual) Sexual Misconduct Policy (<http://cam.illinois.edu/policies/hr-79/>).

Processes/Procedures/Guidelines

Individuals who believe that a University of Illinois at Urbana-Champaign employee has subjected them to discrimination or harassment in violation of this policy should contact the Office of Diversity, Equity, and Access at diversity@illinois.edu ([mailto:diversity@illinois.edu?subject=Nondiscrimination Policy](mailto:diversity@illinois.edu?subject=Nondiscrimination%20Policy)) or (217) 333-0885. Office of Diversity, Equity and Access Procedural Guidelines (<http://diversity.illinois.edu/discrimination-and-harrassment-prevention.html>) will govern these complaints.

Individuals alleging violations of this policy should report the alleged misconduct immediately upon experiencing or learning of the alleged misconduct.

University employees to whom alleged misconduct is reported should immediately report the alleged misconduct to the appropriate campus office. Supervisory employees who fail to report alleged or suspected violations of this policy to the appropriate campus office in a timely manner may be subject to disciplinary action, up to and including termination.

Individuals who believe they have been subjected to misconduct by a student in violation of the Student Code (<http://studentcode.illinois.edu/>) should contact the Office for Student Conflict Resolution (<http://www.conflictresolution.illinois.edu/>) at (217) 333-3680 or conflictresolution@illinois.edu ([mailto:conflictresolution@illinois.edu?subject=Nondiscrimination Policy](mailto:conflictresolution@illinois.edu?subject=Nondiscrimination%20Policy)). Complaints referred to the Office for Student Conflict Resolution shall be investigated and resolved pursuant to Student Disciplinary Procedures. Students reporting alleged or suspected violations of this policy during non-business hours or University-designated holidays

should contact the Emergency Dean at (217) 333-0050.

Exceptions

There are no exceptions to this policy.

Contact

Office of Diversity, Equity, and Access (<http://diversity.illinois.edu/discrimination-and-harrassment-prevention.html>)

Third Floor, 1000 South Fourth Street, MC 523

Champaign, IL 61820-5711

(217) 333-0885

diversity@illinois.edu ([mailto:diversity@illinois.edu?subject=Nondiscrimination Policy](mailto:diversity@illinois.edu?subject=Nondiscrimination%20Policy))

Office for Student Conflict Resolution (<http://www.conflictresolution.illinois.edu/>)

409 Turner Student Services Building

610 East John Street, MC 306

Champaign, IL 61820-5717

(217) 333-3680

conflictresolution@illinois.edu

([mailto:conflictresolution@illinois.edu?subject=Nondiscrimination Policy](mailto:conflictresolution@illinois.edu?subject=Nondiscrimination%20Policy))

Office of the Title IX and Disability Coordinator

Room 35, 703 South Wright Street

Champaign, IL 61820

(844) 616-7978

titleixcoordinator@illinois.edu

([mailto:titleixcoordinator@illinois.edu?subject=Nondiscrimination Policy](mailto:titleixcoordinator@illinois.edu?subject=Nondiscrimination%20Policy))

Issued:

September 16, 1987

Revised:

December 21, 2016

Policy Number:

HR-48

Responsible Office:

Office of the Chancellor

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(https://www.vpaa.uillinois.edu/resources/web_privacy)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Board of Trustees of the University of Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="John"/>	<input type="text"/>	<input type="text" value="Randolph"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="Room 104 International Studies Building"/>
Street2:	<input type="text" value="910 South Fifth Street"/>
City:	<input type="text" value="Champaign"/>
County:	<input type="text" value="Champaign"/>
State:	<input type="text" value="IL: Illinois"/>
Zip Code:	<input type="text" value="61820-6216"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="217-333-1244"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

MISSION & GOALS

The University of Illinois Russian, East European, and Eurasian Center (REEEC), founded in 1959, has exceptional strengths as a National Resource Center dedicated to the study of Russia, East Europe, and Eurasia. Our world-famous library collections, made accessible through our influential Summer Research Laboratory and Slavic Reference Service, play a crucial role in the international scholarly infrastructure for Russian, East European, and Eurasian Studies. Our 63 core faculty include many leaders of their fields, who have won major book prizes and prestigious research grants from the NSF, NEH, Guggenheim, and MacArthur Foundations. REEEC works with campus departments to support high-quality LCTL instruction through the advanced level in 9 regional languages, as well as sponsors new tools for LCTL learning evaluation. Through a rich array of scholarly programming and public events, we advance the boundaries of scholarship on our world region and increase public awareness of its role in world affairs. A particular point of emphasis for REEEC is its partnerships in the realms of elementary and postsecondary education. Through curriculum development stipends and workshops, collaboration with teacher training programs, and outreach to local schools, REEEC provides K-12 and college instructors with resources they can use to internationalize their curriculum and incorporate insights and perspectives from the field of Russian, East European, and Eurasian Studies. The University of Illinois creates a solid institutional base for these efforts, providing 100% of Center staff salaries, robust HR and grants management support, and large annual contributions to the Library's collections budget for REEES area materials.

For the 2018-2022 grant cycle, REEEC proposes a comprehensive program development plan that builds upon our wide-ranging NRC activities, and Illinois' capacity to deliver high-quality area studies and LCTL instruction in support of FLAS program objectives. Funds requested (see Budget Narrative) include the following highlighted activities in core NRC mission areas and priorities. As detailed in *Section A. Program Planning and Budget*, our program plan for the next four years has two parts. First, we will develop recent initiatives that have improved our capacity to provide high quality LCTL instruction and to serve Absolute and Competitive Priorities for teacher training and collaboration with Community Colleges and Minority-Serving Institutions. Second, we will use a new programming initiative—the Critical Methods Series (CMS)—to develop new degree certificate programs that combine area studies and language instruction with advanced training in research methodologies. Developed in collaboration with University of Illinois professional schools, these new degree certificates offer students interdisciplinary REEES training with broad application to areas of national need and to careers in government service, education, business, the arts, and the public sector.

PRE-K, K-12, AND COMMUNITY COLLEGE TRAINING AND OUTREACH

Community College Course Development Stipends: for instructors at Parkland College, participants in ISRL

Pre-Service Teacher Area Studies Training: a partnership with Illinois College of Education and Spurlock Museum of World Culture for programs engaging elementary teachers and primary schools.

In-Service Teacher Training: annual Joint Area Centers Series Teacher Workshop; Educator's Advisory Committee

Illinois Russian Olympiada: annual event—in collaboration with UChicago and ACTR—encourages high-school LCTL enrollment and minority student outreach

CURRICULUM, SERVICE LEARNING, AND STUDY ABROAD

Area Studies instructional support: South Slavic Lecturer, CMS and area course development

Language offerings: continue Heritage Russian and Polish

Degree offerings: develop newly-approved MA/MS with iSchool, REEES + Informatics, Slavic + Informatics minors

LCTL initiatives: extend proficiency initiative and LCTL professional development workshop series

Linkages to Professional Schools: collaborative programs with Education, iSchool, FAA, ACES, Law

Linkages Abroad: develop partnerships with TSU in Georgia, AUCA in Kyrgyzstan, YSU in Armenia, and Rudomino State Library in Moscow

SLAVIC AND EAST EUROPEAN COLLECTION

SRS & Collections GAs: training in Slavic languages collections, cataloguing, SRS and ILL requests, outreach

Collections development: enhancing Slavic, East European, and Eurasian collections with diverse perspectives

ENHANCEMENT & CAMPUS OUTREACH ACTIVITIES

New Directions in Russian, East European & Eurasian Studies: presented by eminent scholars

International Career Series: annual career development workshops for undergraduates and graduates

Noontime Scholars lecture series: talks by scholars from campus, Midwest, exchange programs

Authors, Artists and Professionals Series: performances, exhibits, readings, film screenings, conversations with practitioners, and book signings

Summer Institutes: training workshops and conferences featuring prominent scholars, speakers, and practitioners, during the time of our annual SRL

NEW THEMATIC PROGRAMMING AND COURSE DEVELOPMENT: THE CRITICAL METHODS SERIES

The Arts of Research (2018-19)

Documentary Practices (2019-20)

Legal Studies (2020-21)

Area Studies Informatics (2021-22)

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Table of Contents

<i>Acronym List</i>	<i>iii</i>
A. Program Planning and Budget	1
B. Quality of Staff Resources	10
C. Impact and Evaluation.....	14
D. Commitment to Subject Area.....	22
E. Strength of Library	27
F. Quality of the Center’s Non-Language Instructional Program.....	30
G. Quality of the Center’s Language Instructional Program	33
H. Quality of Curriculum Design	37
I. Outreach Activities	42
J. FLAS Awardee Selection Procedures	46
K. Competitive Preference Priorities	49

Insert: Profile Form

Insert: Diverse Perspectives and Areas of Need (API)

<i>Appendix 1: CVs & Position Descriptions</i>	<i>1-1</i>
<i>Appendix 2: Course List.....</i>	<i>2-1</i>
<i>Appendix 3: Performance Measure Forms</i>	<i>3-1</i>
<i>Appendix 4: Letters of Support</i>	<i>4-1</i>
<i>Appendix 5: Evaluation Table</i>	<i>5-1</i>
<i>Appendix 6: Priorities Table</i>	<i>6-1</i>
<i>Appendix 7: SLCL Support Units.....</i>	<i>7-1</i>
<i>Appendix 8: MIIE List</i>	<i>8-1</i>

Acronym List

AATSEEL	American Association of Teachers of Slavic & East European Languages	FAUS	Foundation for Advancement of Ukrainian Studies
ASEEES	Association for Slavic, East European, and Eurasian Studies	FTE	Full-time Employee
ACES	College of Agricultural, Consumer, and Environmental Sciences	FY	Fiscal Year
ACTFL	American Council of Teachers of Foreign Languages	GA	Graduate Assistant
ACTR	American Council of Teachers of Russian	HEED	Higher Education Excellence in Diversity
AD	Associate Director	I4I	Illinois for Illinois Study Abroad Scholarship
AP	Academic Professional	IAGE	Illinois Study Abroad & Global Exchange
App.	Appendix	IASL	International Area Studies Library
ARCS	American Research Center in Sofia	IBOPS	International Business Operations
ARISC	American Research Institute of the South Caucasus	ICES	Instructor and Course Evaluations
AY	Academic Year	IFLE	International and Foreign Language Education
B/C/S	Bosnian/Croatian/Serbian	IFLIP	Intensive Foreign Language Instruction Programs
BALSSI	Baltic Studies Summer Institutes	ILL	Interlibrary Loan
BUS	College of Business	IIP	Illinois International Programs
CALC	Central Asian Language Consortium	ILR	Interagency Language Roundtable
CC	Community College	IOC	International Outreach Council
CCEDC	Champaign County Economic Development Corporation	IPENG	International Programs in Engineering, School of Engineering
CCHS	Champaign County Head Start	iSchool	School of Information Sciences
CEF	Current Events Forum	ISSI	International Summer Seminar at Illinois
CIA	Central Intelligence Agency	JACS	Joint Area Centers Series
CIC	Committee on Institutional Cooperation	LAS	College of Liberal Arts and Sciences
CIEE	Council on International Educational Exchange	LAW	College of Law
CITL	Center for Innovation in Teaching and Learning	LCTL	Less Commonly Taught Language
CMS	Critical Methods Series	LIS	Library and Information Sciences
CLIC	Center for Language Instruction and Coordination	LPC	Language Program Coordinator
CoEd	College of Education	MEAS	Modernizing Extension and Advisory Services
CRB	Campus Research Board	MIIE	Midwest Institute for International and Intercultural Education
CTS	Center for Translation Studies	MSI	Minority-Serving Institution
CWL	Comparative and World Literature	NCEEER	National Council for Eurasian and Eastern European Research
DoED	Federal Department of Education	NGO	Non-governmental organization
DoD	Department of Defense	NILRC	Network of Illinois Learning Resources in Community Colleges
DoS	Department of State	NLF	National Library of Finland
DRES	Division of Disability Resources and Education Services	NRC	National Resource Center
ECIDC	East Central Illinois Development Corporation	NSEP	National Security Education Program
ED	Department of Education	OCLC	Online Computer Library Center
EE	Eastern Europe	OCS	Old Church Slavonic
ENG	College of Engineering	OIIR	Office of Inclusion and Intercultural Relations
EPA	Environmental Protection Agency	OLLI	Osher Lifelong Learning Institute
EUC	European Union Center	OMSA	Office of Minority Student Affairs
ExCom	Executive Committee	OPI	Oral Proficiency Interview
FAA	College of Fine and Applied Arts	RA	Research Assistant
		REEE	Russian, East European, and Eurasian
		REE&E	Russia, Eastern Europe, & Eurasia
		REEEC	Russian, East European, and Eurasian Center
		REEES	Russian, East European, and Eurasian Studies

SILMW	Summer Institute for the Languages of the Muslim World
SLATE	Second Language Acquisition and Teacher Education program
SLCL	School of Literatures, Cultures and Linguistics
SLL	Slavic Languages and Literature
SLW	Summer Language Workshop (Formerly SWSEEL at Indiana U)
SRL	Summer Research Laboratory on Russia, Eastern Europe, and Eurasia
SRS	Slavic Reference Service
SSRC	Social Science Research Council
TA	Teaching Assistant
UI	University of Illinois
UL	University Library
USDA	US Department of Agriculture
UT	University of Texas
UW-M	University of Wisconsin-Madison
YLF	Youth Literature Festival

A. PROGRAM PLANNING AND BUDGET

A.1. Quality of activities and relationship to purpose of the NRC program. The Russian, East European, and Eurasian Center (REEEC) at the University of Illinois (UI) has exceptional strengths as a comprehensive NRC. We specialize in connecting people to the most reliable sources of information about our world area, and we train them to make the best use of this knowledge in government, education, the professions, and public life. Our University Library (UL)—the largest public research library in the United States—possesses one of the world’s great research collections for Russian, East European and Eurasian Studies (REEES), studiously curated by the expert professionals of our top-ranked School of Information Science (iSchool) and Slavic Reference Service (SRS) (see section E). As an R1 university, UI supports significant scholarly expertise in REEE languages and disciplines, with 63 faculty specializing in the region; among them are winners of prestigious book prizes and awards from NEH, ACLS, and Guggenheim and MacArthur Foundations, and others (B; App. 1). A land-grant institution, UI is committed to making these scholarly resources accessible through programs that are open to the public, such as our influential Summer Research Laboratory (SRL) (I). Our BA, MA, and PhD programs prepare new generations of teachers, researchers, information scientists, artists, and analysts, serving areas of national need (F and G). Our award-winning faculty lead major scholarly organizations (ASEEES) and journals (*The Slavic Review*), utilizing UI’s solid institutional support to promote the study of languages and disciplines needed for a full understanding of our region and its place in world affairs. REEEC is just as active at the local and regional levels. We collaborate with teacher training programs, K-12 schools, Community Colleges (CCs), and Minority-Serving Institutions (MSIs) throughout the Midwest, internationalizing their curricula and enabling their students to participate in global conversations about the place of REE&E in the world today (I). In all of these ways, REEEC plays a vital,

infrastructural role in sustaining and expanding the study of Russia, East Europe, and Eurasia across the nation and worldwide.

For the 2018-22 Title VI funding cycle, we propose a comprehensive program plan that builds upon our wide-ranging activities as a NRC and transforms the way we teach by pairing language and area studies instruction with professionalizing certificate programs in critical research methodologies (A.2 below, and Budget Narrative). The activities we propose directly address the Title VI program's core mission, FLAS fellowship goals, and Absolute and Competitive Priorities. Some of our plans realize the potential of important initiatives made in the 2014-18 cycle. We will continue to improve the quality of LCTL instruction; build our collaborations with teacher training programs, CCs and MSIs; and increase our efforts to support the debates, fields, and disciplines necessary to improving public understanding of our region and its importance in the world. At the same time, and in the service of these objectives, we will innovate by investing in the new Critical Methods Series (CMS). Led by faculty coordinators and featuring robust support for course development, training workshops, public presentations, and conferences, CMS will focus on techniques and technologies our students can use to translate the knowledge and skills learned in REEES courses into insights that can be applied across a range of professions and areas of national need. Continuing throughout the new cycle, CMS events and courses will support the expansion of graduate and undergraduate REEES degree programs at UI, including new certificates in Legal Studies, Informatics, and Library and Information Science (LIS). One key impact of the CMS will be to grow the pipeline of LCTL and area studies students by demonstrating the potential of these degrees when paired with professional methodological training.

A.2. Plan for developing program strengths. In the attached Budget Narrative, we specify how REEEC will use Title VI funding to advance the program's mission during the 2018-22 cycle. Using the multiplier effects created by our location at a public university, we work with campus partners and public organizations to build the field of REEES and use its perspectives and insights to inform the debates shaping American education and public life today. Table 1 provides a visual summary of our program plan for the coming cycle. This plan may be broken into two parts. The first focuses on realizing the capacity-building potential of initiatives begun in the current funding cycle. The second uses targeted investments to create a new programming

Table 1: Programming Plan and Timeline 2018-22

REEEC Program Plan Timeline of Select Initiatives										
2014-2018	2018		2019		2020		2021		2022	Priorities
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring		
LCTL Proficiency Testing										
FLAS Profcy Test	FLAS Proficiency Test		FLAS Proficiency Test		FLAS Proficiency Test		FLAS Proficiency Test		AP2	
Russ Profcy Inst Development	Russian Proficiency Instrument - Testing & Analysis								AP2	
LCTL PD, OPI Wkshp	LCTL PD	OPI Workshop	LCTL PD	ACTFL Workshop	LCTL PD	OPI Workshop	LCTL PD	ACTFL Workshop	AP2	
Pre-Service Teacher Training - College of Education										
Glbl Persp SocSci	Global Perspectives Across Disciplines (Science, Literature, Social Science)						Evaluation		AP2, CP2	
	IL Big History Expansion to Rural Schools (w/Spurlock Museum)								AP2, CP2	
In-Service Teacher Training										
K-12 Adv Board	K-12 Adv Board	JACS Ed. PD	K-12 Adv Board	JACS Ed. PD	K-12 Adv Board	JACS Ed. PD	K-12 Adv Board	JACS Ed. PD	AP2	
Olympiada		Olympiada		Olympiada		Olympiada		Olympiada	AP2	
Community College and MSI Partnerships										
Intl Parkland CC			Internationalizing Parkland College Courses - Instructor Workshops						AP2, CP1	
			Parkland Symposia			Parkland Symposia			AP2, CP1	
ISRL			International Summer Research Lab for CC/MSI Instructors & Librarians						AP2, CP1	
MIIIE			MIIIE Annual Workshops						AP2, CP1	
	CC/MSI Lib Focus Grp		Focus Group materials, resources, guidelines				Intl CC/MSI Lib Wrkshp		CP1	
REEEC Public/Academic Programs										
ND, CEF, AA, IS			New Directions, Current Events Forum, Arts & Artists, Int'l Speakers						AP1	
	JAC Series: Higher Ed.		JAC Series: Elections		JAC Series: Water		JAC Series: Work		AP1	
JAC Symposia		JAC Rdtbl		JAC Symp.		JAC Symp.		JAC Rdtbl	AP1	
SR Ed Asst				Slavic Review Grad. Editorial Assistants						AP1
SRS SC GAs				SRS and Slavic Collections GAs at IASL						AP1
	Critical Methods Series									
	Documentary Practices Concentration									AP1
	Course Development		Lectures & Symposia			New Courses Taught		Digital Archive Public Evt		AP1
	Legal Studies Concentration									AP1
	Legal Studies Certif. Development				Lectures & Symposia		New Courses Taught			AP1
	Arts of Research Concentration									AP1
	Balkanalia Perf. & Outreach		Course Development		CWM Artist in Residence		Arts & Environment Symposium			AP1
	Area Studies Informatics Concentration									AP1
	REEES + Informatics Certificate		ACDIS & CS Cybersecurity Collab.		LCTLs & Cybersecurity public symp.			Global Informatics Summer Inst.		AP1

initiative—the CMS—that will serve current NRC priorities and have long-term impacts on graduate, undergraduate, and professional education.

Realizing the Potential of Previous Initiatives and Collaborations

In 2014-18, REEEC combined UI and Title VI support to conduct the following important programmatic initiatives, which we will expand in the current cycle:

1. In cooperation with the School of Literatures, Cultures, and Linguistics (SLCL) at UI, we developed rigorous new language instruction evaluation tools, using Oral Proficiency Interview (OPI) methodologies. This new OPI toolkit for LCTL instruction draws on the expertise of SLCL's newly established Center for Language Instruction and Coordination (CLIC) and a LCTL Coordinator. In the next four years, we will develop our LCTL proficiency testing practice—setting new benchmarks for Russian instruction—and host a series of ACTFL Training Workshops to train language instructors and offer them professional development opportunities (AP2; Budget Narrative [henceforth: Budget] E3a.).
2. Responding to AP2 and CP2, in 2014-18 we collaborated with the UI College of Education (CoEd) and other teacher training programs to integrate REEES into pre- and in-service teacher training. In the coming cycle we will expand these collaborations. We will integrate REEES materials into the CoEd's "Global Perspectives Across Disciplines" program. We will sponsor the annual Joint Area Centers K-12 Teacher Workshop, in cooperation with other UI NRCs (Budget, E5r, s, t, x). REEEC will continue to be active in local schools, working with campus partners to expand our successful Head Start program and with UChicago to host the annual IL ACTR Russian Olympiada. This competition encourages the teaching of Russian throughout our region and recruits high school students, predominantly from underrepresented groups, into area studies education at the college level (Budget E5a, e).

3. From 2014-18, REEEC worked with CC/MSI networks—along with a dynamic local CC, Parkland College—to create new opportunities to internationalize postsecondary instruction. Our International Summer Research Lab (ISRL), modeled after REEEC’s longstanding and influential SRL, supports course internationalization (I). In 2014-18, REEEC will continue to work with MIIIE and collaborate with other UI NRC’s to create a new partnership for professional development of CC/MSI librarians, who are important leaders in internationalizing curriculum at their institutions. We will cooperate with the Network of Illinois Learning Resources in Community Colleges (NILRC) to conduct a focus-group based needs assessment followed by a national workshop for CC/MSI librarians hosted by the International Area Studies Library (IASL). (CP1; I; Budget E5m, n, o, p).

4. Because of its exceptional research collections and strong institution support for REEES, UI has long served as a critical node in the international scholarly networks supporting the study of REE&E. In the coming cycle, we will draw on these ties, as an NRC, to drive the development of knowledge and practice in area studies, locally, nationally, and internationally. Our continuing public programming series—the New Directions in REEES Lectures, the Current Affairs Forum, our Authors, Artists, and Professionals Series, as well as the summer institutes that accompany our annual SRL—enrich the curriculum across many disciplines and provide space for scholars, private and public sector professionals, performers and artists to engage audiences and develop their insights and expressions. (Budget E2a, b, e, i). To generate public debate on world regions and international affairs, throughout this cycle REEEC will participate in the UI NRC’s Joint Area Centers Series (JACS). This cycle’s JACS will focus on four defining challenges of our time—the futures of Higher Education, Elections, Water, and Work—and will explore how these crucial issues are understood and experienced in different world regions. These same challenges

are of crucial importance for Americans today, as the US faces profound environmental, economic, educational, and political change. Our discussions will engage many different interests and stimulate debates reflecting a wide range of views (AP1, Budget E2h). Graduate Assistantships (GA) in REEEC Outreach, at SRS, and the *Slavic Review*—drawing from our MA and PhD programs—provide professional development opportunities for our students, who learn about the future of REEES by producing the networks that sustain it. Across all of these activities, our work as an NRC will foster new generations of scholars and scholarship on REE&E, and sustain a diversity of approaches to the field (Budget Ec, d, E5k, l).

New Programming Initiative: The Critical Methods Series

The CMS initiative charts a new programming direction for REEEC. Its goal is to improve our ability to fulfill all the missions of a comprehensive NRC by pairing area studies and language instruction with advanced training in critical research methodologies that have broad professional application. Using the strength of UI's professional schools, we have identified four methodological concentrations to develop as part of the CMS initiative: *Documentary Practices*; *Legal Studies*; *Area Studies Informatics*; and *The Arts of Research*. A faculty coordinator—with experience and research interests in these methods—will lead programming in each of these concentrations. Faculty will build the concentrations in different ways over time: through course development grants, training workshops, public conversations and performances featuring eminent practitioners, and scholarly symposia. Our primary aim is to increase student and public interest in REEES languages and disciplines by creating frameworks and credentials for their professional use in government, education, the private and non-profit sectors, and other areas of national need. Each of the CMS concentrations links up with a newly-established or planned REEES degree certificate program, as described below.

Documentary Practices: This concentration will explore how documentary records about REE&E have been produced, preserved, discovered and mediated, historically and today. It will encourage students in REEES to develop skills in documentary editing, digital publishing, archival preservation, and records management, with broad applications across governmental and non-governmental sectors of employment. The faculty coordinator, REEEC Director John Randolph, currently leads a multi-university project on this theme, “The Classroom and the Future of the Historical Record,” and is the founder of the digital documentary publishing program, SourceLab. *Documentary Practices* programming will focus on such issues as how violence has been archived in modern Russia and Ukraine, and will help launch a newly approved graduate degree program, a dual MA REEES / MS LIS graduate degree created in cooperation with the iSchool. *Documentary Practices* will also support the development of our new Informatics undergraduate minor, described below.

Legal Studies: This concentration will provide students with concepts and skills necessary to interpret legal proceedings and understand how law is made and practiced, in both regional and international contexts. Public programming will feature conversations with eminent legal practitioners and scholars. *Legal Studies* will explore how post-socialist states and societies in REE&E have influenced international legal regimes in the past 30 years, with respect to such fundamental questions as human rights, migration, security and the environment, among other issues. Professor Jessica Greenberg (Anthropology), who trained in Law and is the new co-editor of the journal *Political and Legal Anthropology Review*, will lead this concentration. Professor Greenberg is currently developing, in collaboration with the UI College of Law, a new undergraduate minor in Legal Studies, which this programming will pair with REEES.

Area Studies Informatics: This concentration supports new partnerships between REEEC and

the Illinois Informatics Institute, a multidisciplinary academic unit that combines instruction in information technologies with the study of their use in science, engineering, the arts, humanities, education, and business. Starting in Fall 2018, REEES and Slavic Languages and Literatures (SLL) majors will be able to complete an undergraduate minor in Informatics (REEEC+Informatics, Slavic+Informatics). Through our *Area Studies Informatics* programming, we will develop this promising new certificate program and add a graduate minor equivalent. Course development and public programming will focus on how REEES+Informatics training can illuminate pressing international issues such as cybersecurity and digital surveillance (in collaboration with the UI ACDIS). This cluster will be led by Dr. Judith Pinter, Faculty Affiliate and a sociologist of the former Yugoslavia. As a public outreach event, *Area Studies Informatics* and *Documentary Practices* will combine to run a digital public archiving event among Bosnian-Croatian-Serbian diaspora communities in Chicago, allowing for student practice of B/C/S, a language whose intensive development REEEC will be supporting in this cycle.

The Arts of Research: This concentration will investigate arts-integrative approaches to area studies research and education. Such approaches improve creativity, facilitate the ability to work on complex interdisciplinary projects, increase public impacts, and provide opportunities for active, transformative learning. Campus leaders at UI have therefore recently called for the integration of arts practices into all levels of education, as part of our strategic planning process, “The Next 150.” REEEC’s programming concentration on these methods will be led by former REEEC director, ethnomusicologist, and recent NEH Fellow Donna Buchanan. Programming for this concentration will include support for Balkanalia, a musical ensemble dedicated to the experiential exploration of southeast Europe through its musical life, and a symposium on how contemporary artists and arts scholars are responding to and representing social and

environmental crises across REE&E. Curriculum development in this concentration will focus on courses that use arts-based approaches to analyze cultural phenomena, in support of a larger initiative to launch an Arts Research Institute in the College of Fine and Applied Arts (FAA).

While each of these faculty-led CMS concentrations will run throughout the cycle, they will be the main focus of REEEC programing in specific years: *The Arts of Research* (AY 18-19); *Documentary Practices* (AY 19-20); *Legal Studies* (AY 20-21); and *Area Studies Informatics* (AY 21-22). During these years the faculty coordinators will be supported by GAs, providing students with experience in curriculum development, public outreach, and training in the methods that are the focal point of each concentration.

A.3. Reasonable nature of costs. Programs and activities are mapped out with the cost-effective deployment of resources considered. REEEC will use its substantial financial backing from UI and the Title VI grant to generate additional support from individual programs and units on campus. The proposed programming concentrates resources and generates programmatic and academic efficiencies through collaboration with campus and regional NRCs, other campus schools and units, and with institutions beyond the campus. Moreover, the Center and affiliated departments will continue to apply for external funding.

The proposed budget is realistic. Importantly, REEEC does not rely on Title VI for staff salary or ongoing, permanent institutional initiatives as UI provides full support for Center staffing. Planned activities are consistent with the REEEC mission and IFLE expectations, with many focusing on the Title VI Absolute and Competitive Priorities for NRC and FLAS. The budget emphasizes the funding of new programming and demonstrates the institutional support of funding for staff and initiatives that are best sustained by the university.

A.4. Long-term impact on graduate, undergraduate, and professional training programs. As described above, funds requested will have a transformative impact on graduate, undergraduate and professional training in REEES at UI. The program plan for this cycle is specifically designed to support the development of new degree offerings that create interdisciplinary career paths for our students, encouraging students to combine language, area studies, and professional education in new and powerful ways. A significant result of the program plan for this cycle is that REEES students at UI will be more able to translate the skills they have learned in our program into careers as area specialists working in the public or private sectors.

B. QUALITY OF STAFF RESOURCES

B.1.(a). Qualifications of faculty and staff. REEEC draws strength from a large and active academic community. There are 42 REEEC-affiliated core faculty at UI with 50–100% area focus in their teaching and scholarship and who engage frequently with Center programming. These are supplemented by 21 additional faculty who advise in specific disciplines and help ensure that our efforts involve the greater campus. Locally, UI works with 25 Research Associates, drawn from emeriti faculty, retired staff, and local non-university professionals with area expertise in fields such as publishing, library work, business, and education. Regionally, UI supports a network of 43+ Faculty Associates at nearby universities and colleges, many of whom are leaders in their fields.

REEEC itself has four expert staff. Director John Randolph (Associate Professor of History) is a specialist in Imperial Russian intellectual and cultural history, with research interests in mobility studies, digital humanities, and the scholarship of teaching and learning. He has received multiple awards for his REEE area research, including two major book prizes for his biography of the Bakunin family and a grant from the MacArthur Foundation in support of a series of symposia on Russia's role in human mobility. Professor Randolph is a Faculty Affiliate

of the Illinois Informatics Institute (Illinois Informatics) and sits on the Editorial Board of the journal *Modern Intellectual History*, and he has served as Director of Undergraduate Studies in History. REEEC Associate Director Maureen Marshall (2015-) holds a PhD in Anthropology from the University of Chicago. Previously, Marshall served as the Outreach and Campus Program Coordinator for CEERES at the UChicago. She is a Co-Director of Project ArAGATS, serves on the advisory board for the Aragats Foundation (501(c)3), and is the 2018-21 President of the American Research Institute of the South Caucasus (ARISC). Outreach and Programming (O&P) Coordinator Stephanie Chung (2017-) is a PhD Candidate in Slavic Languages and Literatures at UI and has worked in REEEC for over seven years. Office Manager Linda McCabe has been with REEEC since 2014 and holds an MA in Political Science from Notre Dame.

The Director chairs the Executive Committee (ExCom), leads our scholarly programming, teaching, and outreach missions, supervises the REEES MA program, and collaborates with the Associate Director and O&P Coordinator on advancement and grant writing. The Associate Director oversees daily operations, manages personnel, conducts FLAS administration with other UI NRCs, tracks our evaluation processes, coordinates ExCom and faculty meetings, and advises students in the REEES undergraduate program. The O&P Coordinator manages our outreach program, runs our K-12 initiatives (including Head Start), plans the SRL and its associated summer institutes. The Office Manager oversees REEEC operations, manages our budget, coordinates course and room scheduling, and serves as REEEC's graduate secretary.

B.1.(b). Professional development opportunities. UI provides REEEC affiliates with funds for professional development, including research and teaching. Most faculty have access to annual research and travel funds through their home departments. For further support, faculty may apply to the Office of the Vice Chancellor for Research (VCR)'s Campus Research Board. In 2014-18,

REEEC core faculty were awarded \$133,347 in research leaves of absence, graduate assistantships, overseas research, and conference travel. The VCR also runs regular workshops on grant writing, which in the past five years have made UI faculty very successful in competitions for NSF, NEH, ACLS, and Mellon and MacArthur grants. Other opportunities organized by the Provost's office include faculty writing workshops, career mentoring, and leadership development programs. UI also provides REEEC staff with training workshops on such topics as IT, accounting, HR, grant writing and grant management, alumni relations, writing for non-academic publications, and public engagement.

B.1.(c). Faculty/staff teaching, supervision, and advising of students. UI places high value on teaching and mentoring. The UI Graduate College and Center for Innovation in Teaching and Learning (CITL) provide regular workshops on graduate and undergraduate teaching and grants for course development and the incorporation of new technologies. CITL also oversees the construction of new laboratory classrooms, such as the new Armory Innovation Spaces. REEEC faculty are the primary instructors of our classes, and regularly win teaching awards. In 2017-18, the REEEC core faculty were featured 113 times on the University's List of Teachers Ranked as Excellent. Faculty course loads (2-2) are similar to those at peer institutions, with 3 undergraduate and 1 graduate course per year typical for many of the REEES core disciplines. Faculty hold 2 or more weekly office hours and regularly supervise independent studies, mentor BA honors theses, MA theses, and doctoral dissertations.

B.2. Staffing and oversight. As was described in B.1.(a)., the Director and Associate Director jointly oversee the scholarly programming, teaching, and outreach missions of the Center, with a permanent outreach coordinator assigned to administer the latter. The REEEC ExCom meets monthly to advise on the Center's work and to serve as the FLAS Fellowship Awards

Committee. The ExCom's membership changes annually, with the Director working to assure membership from a wide variety of disciplines. The current ExCom has members from SLL (Kaganovsky), Anthropology (Greenberg), Musicology (Buchanan), Theatre (Maslova), IASL (Condill), and Crop Sciences (Babadoost). Further committees are assembled from REEEC faculty to make admission decisions for the MA program, organize special programming, evaluate applications to the SRL, judge prize competitions for student research, develop outreach programs, and provide input to other campus units. An annual REEEC Faculty Assembly reviews our ongoing work, considers possible objectives, and makes plans to achieve them. UI itself conducts frequent reviews of its area studies programs, including an external evaluation in 2011 and internal reviews in 2012, 2015, and 2017.

B.3. Non-discrimination and affirmative action practices. UI has a long and proud legacy of commitment to equal opportunity for all students, faculty, staff, and visitors. In addition to providing a diverse, inclusive, and respectful working and learning environment, UI is dedicated to the recruitment of underrepresented students, diversity education, civic engagement, and the fostering of globally-minded leadership skills. (C and the Section 427 GEPA statement.) REEEC rigorously upholds university, state, and federal rules prohibiting discrimination on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, veteran status, or unfavorable military discharge.

University hiring policies ensure that all job searches proactively encourage applications for employment from underrepresented groups. The University's Office of Diversity, Equity, and Access maintains a checklist of best practices that search committees must use, including techniques to diversify the applicant pool and fight bias in evaluating candidates. Every search committee must file a diversity report, noting actions taken to encourage underrepresented

applicants and discussing the pool's shortcomings. As the Center's Affirmative Action officer, O&P Coordinator Stephanie Chung monitors and reports compliance with these policies. REEEC advertises both job positions and its academic and outreach programs in publications targeted to HBCUs, MSIs, and underrepresented groups, and includes strong nondiscrimination statements. The NRC Joint Evaluation Plan provides further measures for equal access.

C. IMPACT AND EVALUATION

C.1 Impact of activities on the university, community, region, and the nation. REEEC activities have a significant impact on campus, the local community, the state of Illinois and Midwest region, and the nation. This impact is demonstrated by the range of academic and training programs REEEC offers; by enrollments in REEEC-relevant courses and LCTLs (App. 2); by BA, MA, FLAS, PhD and professional degree graduate placement data; by participation rates in REEEC-sponsored events; and by usage of Center resources.

Training programs. REEEC's campus impact is visible in our support of students and faculty through training programs. In 2016-17, REEEC Title VI funds supported students and faculty in 11 different departments, including 3 professional schools, through course development grants, travel grants, fellowships, and GA/TAs. REEEC addresses national needs by offering degrees, fellowships, and courses that produce experts with advanced language competency and area studies knowledge. Beyond our MA, two graduate minors (REEEC and Balkan Studies), BA, and undergraduate minor, we have developed new degree programs such as the REEEC MA/iSchool MS and the degree, minor and certificate programs (Global Informatics Certificates). REEEC degrees require at least 3rd year language training, and REEEC prioritizes advanced language study in the FLAS competition. 75% of the REEEC FLAS scholarships in 2014-18 were awarded for 3rd year language training or above (J). REEEC develops REEEC area studies courses on a wide range of topics that are key to national needs, such as health, security,

informatics and social media, cyber-security, and immigration.

Enrollment. Illinois students may enroll in 9 area LCTL languages: B/C/S, Bulgarian, Czech, OCS, Polish, Russian, Turkish, Ukrainian, and Yiddish. A comparison of 2016 enrollments in the MLA database shows that UI enrollments for Russian are comparable to peer institutions, while enrollments for languages such as Polish and Ukrainian are higher than peer institutions. G.1 and App. 2 for a discussion of how REEEC, SLL, and SLCL will increase language enrollments. REE&E area studies courses are consistently full or oversubscribed, including PS 240: Intro to Comparative Politics (Leff) and PS 300: Terrorism (Lynn) and capped courses such as BCS 115: South Slavic Cultures (Pintar), POL 115: Introduction to Polish Culture (Gasyna), and PS 352: Government and Politics in Post-Soviet States (Leff) (App. 2).

Placement. According to the 2017 Illini Success report, area studies graduates at UI are highly successful in their post-graduation placements, with over 96% employed or continuing their education. As shown in Table 2, 55% of REEES BA and MA graduates have pursued graduate degrees in MA, MS, and PhD programs, while 11% have gone into health care, 11% are working in federal or state government, and the

Table 2: 2014-18 REEES Postdegree Placement

Degree	Postdegree Placement
BA	Carle Hospital System
BA	MA Grad Study: Northern Illinois U
BA	Medical Field
BA	Human Rights Watch
BA	MA Grad Study: UIUC, REEES
MA	PhD Grad Study: Indiana U
MA	PhD Grad Study: Yale
MA	International/Private Sector
MA	MA Grad Study: Wright State
MA	Paralegal
MA	Higher Education Administration
MA	PhD Grad Study: UNC-Chapel Hill
MA	MS Grad Study: U Indiana, Library Sci
MA	MS Grad Study: UIUC, Library Sci
MA	PhD Grad Study: U Kansas
MA	PhD Grad Study: Columbia U
MA	FBI
MA	IL Army Nat Grd, Intelligence Analyst

remaining 23% have pursued careers with NGOs, in higher education administration, and in the private sector. Placement data for REEEC FLAS Fellows shows similar impacts and variation in career sectors (C.5. and C.7.).

Participation in REEEC events. REEEC hosts a diverse range of professionals and organizes

events that directly respond to current events in REEE countries that are of national interest. As detailed in C.2 below, more than 6,000 individuals participate in REEEC events annually, and the Center's resources are widely used by its constituencies.

C.2. Activities address national need. In addition to its academic and training programs discussed in C.1, REEEC organizes lectures, conferences, and symposia that are open to the public and provide a forum for debate. Examples from 2014-18 include finance in REE&E markets, technology and innovation in Russia, the migration crisis and Turkish-EU-Polish relations, US-Russia relations and the media, rule of law and the judicial system in Russia, healthcare, elections, protests in Central Asia, LGBTQ activism, and IDPs in the Caucasus and Ukraine. Faculty expertise is regularly shared with USG agencies (Buckley visited the CIA, DoS, and DoD in 2014-18), and students engage with faculty on important issues, as in a 2017 current events roundtable on "State Capacity at the Border" that examined elections and healthcare in Estonia, Georgia, Kazakhstan, and Ukraine. Outreach activities include talks by representatives from the US Department of State and other federal agencies, diplomats, and professionals working in the region. REEEC blog articles on these events and other topics related to national need are all publicly accessible on the web.

REEEC's outreach programs raise awareness about the REEE region among K-12 students and teachers, the business community, and the public. As detailed in Section I, REEEC organized over 250 outreach activities, lectures, and conferences in the last cycle with over 25,000 individuals participating. Our 1917/2017 Ten Days that Shook the World/Ten Days that Shake the Campus series attracted over 2,000 attendees. Our International Studies Research Lab (ISRL), jointly organized with CGS and IASL, provided training to 57 CC/MSI instructors from 10 different states (9 participants focused specifically on REEES and created online curriculum

materials available online through IDEALS). Since 2014, our K-12 training programs have involved 64 pre- and in-service teachers and will reach approximately 9,600 students (at 150 per teacher). REEEC works to reach an even wider audience by making resources publicly available through digital media. This year, REEEC educational materials (DVDs, class sets of books, and country boxes) were lent out to several schools in IL, and our online curricula and lesson plans have been accessed 44 times by educators in 14 US states and 3 foreign countries.

C.3. Equal access for members of underrepresented groups. UI serves an increasingly diverse campus population and region. In 2016, 20% of undergraduates and over 20% of tenure track faculty identify as underrepresented minorities. The campus program “Inclusive Illinois” has substantially augmented efforts to recruit, retain, and provide career placement for underrepresented students. In 2015, campus investment in diversity programs and scholarships totaled more than \$10 million. In 2016, UI received the Higher Education Excellence in Diversity (HEED) Award for the fourth time. Dedicated campus resources for promoting diversity and recruiting, retaining, and providing funding for underrepresented students include the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), The President’s Award Program, the Illinois Promise Program, The LENS Diversity Certificate Program, and the LGBT Resource Center. Starting in Fall 2018, every student will be required to take a course on a US minority culture.

UI is also a global leader in serving students with disabilities. In AY16-17, the office of Disability Resources and Educational Services (DRES) awarded \$430,000 in tuition waivers, student awards, and scholarships to students with disabilities. DRES has worldwide recognition for providing state-of-the-art assisted learning and support services for students with a range of physical and mental disabilities. The UI’s Beckwith Residential Support Services (BRSS) are a

model of empowerment, integrating design elements, support services, and disability management training. The graduation rate of BRSS residents is 84%, with over 40% of participants employed or enrolled in graduate or professional schools within a year of graduation. BRSS was selected to receive the 2012 Barrier-Free America Award from Paralyzed Veterans of America (PVA). UI is the first university to receive this award.

C.4.(a). Evaluation plan. Since 2004, the UI NRCs have participated in a joint independent evaluation plan and worked with nationally-renowned specialists on education evaluation. For the coming cycle, the UI NRCs will continue participating in a joint evaluation plan under the direction of Outlier Research & Evaluation (Outlier) a center at UChicago devoted to improving preK–16 education. Outlier is a cross-disciplinary group of researchers committed to applied research and evaluation that directly inform educators and policymakers, and generates actionable findings to improve educational opportunities and outcomes. No administrative, supervisory, academic, or budgetary relationship exists between UI NRCs and Outlier. The external evaluation activities at UI are conducted by a unit and individuals independent of, and not responsible for, the programs evaluated.

The UI NRCs and Outlier have developed a joint evaluation plan, created common instruments and data collection procedures, and established a central database and standard reporting procedures (App. 3.5). The synergy arising from collaboration significantly increases the set of respondents, as well as the overall evaluation capacity and efficiency of all UI NRCs. Joint evaluation data has also proven useful in assessing campus and community level impact and in garnering institutional and national support for UI NRCs.

UI's common evaluation approach is *comprehensive* and *goal-oriented*, providing both ongoing *formative information* to guide program improvement efforts, and *summative*

information to gauge annual progress toward short- and long-term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates measurement of long-term impacts on (i) collaborations with CC/MSIs (App. 3: PM-Goal 1, App. 5: EvalQ F), (ii) outreach activities, including CoEd teacher training programs and pre-K-12 programs (PMGoal 2, EvalQ E), and (iii) UG/G LCTL, areas studies, and professional training programs (PMGoal 3, EvalQ A, C). The evaluation employs both *quantitative* measures (surveys, language and content testing, enrollment, graduation and employment data) and *qualitative* inputs (interviews, focus groups, document reviews) to assess trends over time, measure changes from baseline, and obtain a detailed picture of the impact that each NRC (as well as UI centers collectively) has on the campus, the state, and the nation.

Outlier convenes monthly meetings of NRC staff to review and act upon evaluation findings, foster collaboration and mutual learning across NRCs. The external evaluator issues a formal REEEC-specific report and a cross-NRC report annually and at the end of project funding. The external evaluator also issues interim reports on specific programs or issues (e.g. new course development; career outcomes) to guide program improvement mid-cycle.

The evaluation plan is described in App. 5 and lists the indicators and instruments to be used in response to evaluation questions aligned with NRC priorities, GPRA indicators, Performance Measures, and REEEC objectives. Instruments and procedures to be used in 2018-22 will be supplemented by additional measures tailored to evaluate REEEC-specific objectives and programs such as the CMS initiative, the partnership with Spurlock Museum, and the development of new REEEC courses, summer programming, certificates, and degrees. Within the evaluation plan, we supplement the measureable data detailed in the Performance Measures with surveys and interviews to be carried out by Outlier in order to evaluate how well we are

meeting the competitive and absolute priorities and to measure REEEC's impact on campus, the community, and the nation.

C.4.(b). Use of evaluation in program planning and improvement. REEEC and the UI NRCs have continuously used evaluation to refine our programs to better meet ED priorities and the needs of our constituents. In 2014-18, evaluation of Head Start led REEEC outreach staff to reconfigure our pre-K curriculum to most effectively meet the needs of teachers and enhance the early learning experience. Meanwhile, evaluation of ISRL produced insights that REEEC and CGS used to reconfigure the structure, promotion, funding, and outputs to better support CC & MSI faculty in their work to internationalize the curriculum. Annual FLAS fellow evaluations have driven the centers to make changes to the competition, advising, and administration of the fellowships and led IIP to invest in a new support position to facilitate the application process, create institutional agreements, and act as a liaison between students and financial aid offices. Thanks to the comprehensive, ongoing evaluation, the FLAS program has been tailored to more effectively deliver information to students, streamline the award process, and coordinate among centers. FLAS evaluation outcomes will continue to drive improvements to the program in the coming cycle. Evaluation processes and their outcomes influence program planning, and REEEC seeks to meaningfully implement program changes and enhancements based on the feedback received through formal and informal channels. Evaluation outcomes have also informed our project goals, targets, and programming initiatives for 2018-22. For example, the CMS initiative is the result of semi-annual discussions with REEEC faculty on student preparation, skills, and development. Similarly, we have created separate international career workshops for graduate and undergraduate students after assessments of our international careers series, which generated valuable insights about students' professional development needs.

C.5. Student placement in areas of national need. REEEC graduates are qualified to enter a variety of possible careers upon graduation. Since 2014, 56% of REEEC graduates (BA, MA and minors) have continued on to graduate school, 22% have entered the private, for-profit sector (health care and legal fields), 11% are working for the federal government, and the remaining 11% have gone on to careers in higher education, NGOs, non-profits, or the military. REEEC alumni work for organizations such as the Kansas City School District, Defense Department, State Department, Kenyon College, and American Councils for International Education. In the upcoming cycle, REEEC will continue to emphasize careers in government and education for graduates and offer professional development opportunities as detailed in section H, J.

C.6. Contribution to improved supply of specialists. REEEC has placed area studies specialists in a variety of careers. Alumni report using their advanced language training and area expertise in their careers, whether in working with medical patients, integrating technology into customer service for Russian-speaking clients, reporting on REEE current events for the American public, or working on special collections at the Library of Congress. While REEE degrees require 3rd year competency in an area language, almost all BA and MA graduates study through the 5th year or beyond, often facilitated by intensive summer training with a FLAS award.

A survey of UI FLAS awardees from 2010-17 demonstrates the impact of the fellowships on producing specialists who apply their expertise to areas of national need. REEEC FLAS alumni reported that advanced language study was instrumental to their current or planned employment in policy making, international relations and human rights, foreign service, information services (EBSCO), and translation. Among REEEC FLAS awardees who had not yet graduated, 100% of respondents planned to continue to study the language, 85% planned to take additional area studies courses, and 85% planned to get a degree in language and area studies.

C.7. FLAS fellowships to applicants addressing national needs. The REEEC FLAS program addresses national need as indicated by ED priorities and is detailed in full in section J, K. FLAS awardees are selected based on strength of application, Title VI priorities, and career or research objectives. The REEEC FLAS committee assigns priority to FLAS applicants who will study LCTLs at an advanced level and those preparing for careers in areas of national need. 75% of 2014-18 REEEC FLAS awardees studied 3rd year or above. FLAS alumni report that the fellowship had a significant impact on their goals and career plans: 57% of respondents thought that FLAS helped them “a great deal” or “a lot” in the pursuit of a professional career, while 60% shared how they are using, or plan to use, their language skills in employment or future study. For example, respondents reported that the FLAS fellowship was instrumental in giving them the skills necessary to pursue employment in international education, social service, agribusiness, and the tech industry. One student said that studying foreign languages would be key to providing culturally responsive care to future medical patients. A survey of FLAS alumni 2010-17 demonstrated that 51% were placed in higher education, 16% worked for the US, state, or local government, 16% were in the for-profit private sector, 7% worked in the non-profit private sector, 4% worked in K-12 education, and another 10% pursuing further education.

D. COMMITMENT TO THE SUBJECT AREA

Table 3: University Support 2016-17

Activity	Amount
Operating	\$15,922
Center Staff	\$141,493
IIP Support	\$268,741
Teaching Staff	\$5,983,784
Library	
Staff	\$340,001
Acquisitions	\$360,000
Outreach	\$57,256
Student Support	\$2,805,891
TOTAL	\$9,973,088

D.1.(a). Support for Center operations. Despite statewide financial challenges in the 2014-18 cycle, UI’s commitment to REEEC has remained strong. As Table 3 shows, 100% of Center Staff expenses and more than two-thirds of our operating expenses are borne by the university. REEEC’s Associate Director, O&P Coordinator, and Office Manager positions are fully funded by the university, which also provides annual salary increments and

teaching releases to the Director. A new administrative services center, IBOPS, now oversees all HR functions, accounts, and budgets for REEEC, monitoring grant management and ensuring compliance with state and federal regulations. IBOPS created two positions to support Title VI grant administration, hiring Katrina Ross Chester and Samantha Celmer (two former REEEC staff with experience implementing Title VI) to serve as Grants & Contracts Specialist and FLAS Fellowship & Scholarship Coordinator, respectively. All told, in FY17, UI supported 94% of the Center's total administrative budget, or over \$157,000 (*Table 3*).

D.1.(b). Support for teaching staff. The University's commitment to REEES is demonstrated by the six new faculty appointments in five distinct disciplines from 2018-22 (*Table 4*). REEEC-affiliated faculty have competitive salaries fully funded

Table 4: Faculty Hires, 2014-18

Discipline	New Hires
Linguistics	1
Music	1
Political Sci	1
Slavic	2
Theatre	1

by UI, representing a \$5.9 million annual commitment. In addition to the professional development support noted earlier, REEEC faculty have received campus-level honors and monetary prizes, including the Provost's Campus Distinguished Promotion Awards (Kaganovsky, Slavic; Buchanan, Musicology) and the International Achievement Award (Babadoost, Crop Sciences). Four REEEC core faculty have been appointed as AY Fellows in the Illinois Program for Research in the Humanities (IPRH). Such vigorous campus support makes UI an attractive institution for scholars, assisting efforts to recruit and retain highly qualified tenure-stream faculty. For non-tenure system faculty, a collective bargaining unit (NTFC Local #6546) established in October 2014 combined with new campus policies clarifying promotion, evaluation, and professional development have reduced turnover in critical teaching positions and enabled these faculty to develop curricular innovations. At UI these changes have benefited many instructors for LCTLs and represent a stronger institutional commitment to

instruction.

In 2015, LAS authorized the hire of a new Slavic Language Coordinator. This position establishes stable support for instruction in Ukrainian language and culture. In 2014-18, LAS combined with a coalition of campus units including REEEC to fund new Lecturer positions in Southeastern Europe and South Slavic Studies and Czech language. One of the objectives of our new CMS programming initiative in the coming cycle is to encourage professional degree programs such as the iSchool, Illinois Informatics, FAA, and the Law School to recruit more faculty with REEE region interests, as we build out new certificates and dual-degree programs.

D.1.(c). Library resources. UI has the largest public academic research library in the US, with over 23 million items, including 10.8 million microforms, 135,000 current serials, 160,000 audiovisual materials, and 620,000 maps. Within this system, the Slavic and East European holdings represent the second or third largest among US universities. (For detailed statistics about REEES holdings in the UL, see section E.) UI's innovative SRS has been praised by Harold M. Leigh, head of the European Division of the Library of Congress, as "an essential national resource for scholars, students, and government employees involved in all aspects of the Slavic, East European, and Eurasian fields of study." In the past four years the UL has made significant financial commitments to International Studies collections and services, establishing the IASL and adding several new tenure-stream faculty, including an International Reference librarian to manage SRS. A major gift from an external donor allowed for the creation of the Ralph Fisher Library Scholar program to further support REEES librarianship and collections.

D.1.(d). Linkages with institutions abroad. At the campus level, UI has 9 international partners in the REEES region. In 2018, REEEC signed two new memoranda of understanding with international partners – Tbilisi State University (TSU) in Georgia and the American University

of Central Asia (AUCA) in Kyrgyzstan. These agreements envision the exchange of researchers and teachers, study abroad programs, and other collaborative activities, the development of which will be supported in Budget lines C1b and E1f of our request. In 2014-18, the university's Illinois Abroad and Global Exchange Office (IAGE) combined with ACES, Business, and LAS study abroad offered summer, semester, and year-long study opportunities through 20 programs in 6 REEE countries. The College of Agricultural, Consumer, and Environmental Sciences (ACES) currently oversees extension programs in the Republic of Georgia and Tajikistan.

UI has one of the nation's broadest and deepest sets of linkages to REEES area libraries and archives. SRS has established partnerships with the Russian State Library, the National Parliamentary Library of Georgia, Jagiellonian University, the National Library of Uzbekistan, Nazarbayev University in Kazakhstan, the National Book Chamber of Kyrgyzstan, and the Kyrgyzstan Library Information Consortium. The latter is a group of about 120 libraries with service partnerships, and UI is the only American institution among them. This group's main project is the democratization of society through information accessibility, and it hosts an annual conference (in its 15th year) on "Libraries and Democratization." UI recently completed an agreement with Margarita Rudomino All-Russia State Library for Foreign Literature (Moscow).

As an institutional member of the American Research Institute of Turkey (ARIT) and a charter member of the American Research Institute of the South Caucasus (ARISC), REEEC actively collaborates with American research centers abroad. REEEC students and scholars have directly benefited from their research grants, networking opportunities, and in-country support. REEEC has partnered with ARISC on an NEH proposal to host a 2019 SRL workshop, "Crossroads of Empires: The South Caucasus in History and Culture." The workshop will provide training for CC/MSI faculty on South Caucasus area studies.

D.1.(e). Support for outreach activities. UI makes REEEC outreach endeavors possible by fully funding the salaries of the O&P Coordinator, a position dedicated 100% to outreach, and of other Center staff. By providing a university-wide public engagement portal, a press office, and web support, UI helps us publicize the Center's activities. The Center for Advanced Study generously supports speakers of interest to broad audiences through its MillerComm speakers series—in the 2014-18 cycle, REEEC sponsored three MillerComm speakers (Karen Dawisha, Masha Gessen, and Vijay Prashad). Besides MillerComm, individual colleges, departments, and schools at UI regularly co-sponsor REEEC events. For example, in March 2018 Professor Maya Vinokour of NYU spoke at UI about her project to create a digital anthology of post-Soviet media culture. This talk was co-sponsored by IPRH, as part of its larger support for Director Randolph's digital documentary work.

D.1.(f). Support for students. Admissions to UI are competitive, with financial incentives offered to attract the best students. UI provides undergraduates with scholarships, internships, work-study opportunities, study abroad awards, research support, and academic prizes. Support for graduate students includes fellowships, assistantships, and travel and research grants. All assistantships of 25% FTE or more carry a tuition waiver. In addition, UI provides considerable need- and merit-based resources to enable undergraduate and graduate study and research abroad. For AY 2016-17, these student subsidies totaled approximately \$3 million. Support for undergraduate research has increased significantly since 2012 with the creation of an Office of Undergraduate Research (OUR) that provides grants and travel funds from which REEEC students have benefited. REEEC Director Randolph sits on the OUR Advisory Committee. Finally, the National and International Scholarships Program coaches student applications for competitive international fellowships. These efforts have made UI a leader in the number and

increased rate of awards received. Since 2014, students with a REEES focus have won Fulbright (5), Gilman (1), and Critical Language Scholarship (3) fellowships. These awards are in addition to institutional scholarships awarded in the same period to UI students for study abroad in the REEES region through IIP and campus programs, which totaled over \$359,500 in 2014-18.

E. STRENGTH OF LIBRARY

E.1.(a). Strength of library holdings. To power its work as a NRC, REEEC draws on the strength and inclusivity of our UL, the largest public academic research library in the United States. Its Russian, East European and Eurasian (REEE) collections constitute one of the UL's most notable strengths. With over 800,000 volumes across numerous regional languages (summarized in *Table 5*), our REEE holdings document in depth the life and history of our world region in multiple formats, including over 6,000 periodicals and 100,000 archival microforms. Significant acquisitions since 2014 include a complete copy of the long-running "Onegeli Omir" series of biobibliographical materials on Kazakh scholars and public figures; nearly 6,000 microfilm worth of primary

Table 5: Library Holdings

Language	Holdings
Russian	280,500
Czech, Slovak, Polish, Hungarian & Other Central European	154,750
Ukrainian, Belarusian & Other East Slavic	65,000
Albanian, Bulgarian, Romanian, Turkish & Other Southeast European	69,000
Bosnian/Croatian/Serbian/Montenegrin, Slovenian, Macedonian	61,250
Estonian, Latvian, Lithuanian	8,250
Kazakh, Kyrgyz, Tajik, Turkmen, Uzbek, Tatar, Bashkir & Other Central Asian	12,750
Armenian, Azerbaijani, Georgian & Other Caucasian	3,250
Total Vernacular Language Volumes	654,750
Total Western Language Volumes	157,750
Total Volumes	812,500

and secondary sources in Armenian Studies; hundreds of reels of archival microfilm on women's roles during World War I, Jewish cultural movements in

Western Ukraine, the experience of Eastern European immigrants in the US, and other topics; and rare serial publications from ethnic minority groups in Turkey and in the disputed territory of Nagorno-Karabakh. The UL provides researchers to remarkable online resources for REEE Studies. In the past three years, we have added the massive full-text Integrum database

(comprising millions of pages of material from the 21st-century Russian periodical press) and online archives of newspapers from the current conflict zone in eastern Ukraine; digitized campaign materials documenting recent elections in Georgia, Armenia, Belarus, and Tajikistan; and built one of the US's first extensive collections of Russian e-books. These acquisitions track important new developments in the politics and culture of our region.

E.1.(b). Institutional support for library. UI commits \$360,000 annually to building our REEE collections, while also supporting a specialist staff of eight full-time employees devoted to REEE librarianship and user services. Their salaries form an investment of \$340,000 each year. This unit stands within the larger IASL at UI, allowing REEE collections and services to benefit from synergies in staffing, administration, HR, technological expertise, and institutional advancement. In 2015, the Library Advancement Office secured a major new endowment gift of \$1,000,000 to support REEE collections and services, the Larry & Mary Miller Fund. This endowment encouraged the creation of a new tenure-track REEES Librarian position. The Larry & Mary Miller Fund also enabled REEES Librarian Kit Condill and SRS Manager Joe Lenkart to be named Ralph T. Fisher Library Scholars starting in 2017, with accompanying stipend and research and travel allowances. Another five endowments developed by the Library Advancement Office raise an additional \$40-50K a year, including funds for Ukrainian, Croatian, and other REEE-language acquisitions.

Table 6: SRS Requests Received

Method of Receipt	2015	2016	2017
Email	574	451	414
ILL	390	280	232
In Person	275	263	125
Total	1239	994	771

E.2.(a). Availability of materials in other institutions. The UL and its REEE staff are committed to providing the widest possible public access to REEES resources. We work assiduously to increase local access to international material and also the availability of information services worldwide. The UL's REEES units

have long-standing resource development partnerships with the Russian National Library, the Russian State Historical Library, and Jagiellonian University Library. We are currently helping the Rudomino Library explore the possibility of becoming the first Russian member of the full-text digital library consortium Hathi Trust. This would give US scholars digital access to that library's rich holdings and the data generated from that immense corpus. The UL subscribes to dozens of REEE-related online resources, including premier sources such as Emerging Markets Information Service, Integrum, and multiple East View databases. These provide full-text access to thousands of REEE publications and bibliographic references to thousands more. UI is also a member of the Center for Research Libraries (CRL), with Kit Condill serving as the elected Chair of CRL's national Slavic & East European Materials Project from 2014 to 2016. UL REEE staff actively participate in and lead other professional organizations such as the Midwest Slavic & Eurasian Librarians Consortium and ASEEEES.

E.2.(b). Accessibility of library holdings to other institutions. The UL at Illinois is unique among research libraries in that it has a dedicated year-round reference service for REEEES. SRS's team of experts helps students, teachers, researchers, international scholars, and professionals in their inquiries about the REEE region, via both in-person and virtual consultations. SRS regularly provides assistance to government agencies, including the National Institutes of Health, National Institute of Standards and Technology, the Centers for Disease Control and Prevention, and the Library of Congress. Many Interlibrary Loan (ILL) departments at community colleges, government libraries and private research centers, specialized libraries in medical, scientific, and industrial centers, rely on SRS to locate materials published in REEE languages. In some cases, SRS is the sole source for departments in need of such materials.

In addition to this extensive academic and public outreach, SRS is recognized for its skill-

building training programs. In winter 2018, SRS conducted an annual online workshop for ILL librarians with participants from over 60 institutions. SRS staff shared search strategies and introduced the REEES “ILL Toolbox,” developed to highlight for ILL professionals the latest resources available from Russia, Eastern Europe, and Eurasia. With the assistance of the Library of Congress, the Hoover Institution, and the National Library of Finland, SRS also designed and held a dissertation workshop for REEES doctoral students that highlighted library collections and services and best practices for conducting research trips to our region.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1.(a). Quality and extent of offerings across the disciplines. In the past two academic years, UI offered 273 unique courses with at least 25% REEE content across 55 departments, of which 135 were graduate level (400 and 500 level) (App. 2). With REEEC course development support, faculty have broadened our thematic and geographical reach, with such new courses as SOC 196: Introduction to Central Asia (Buckley, Spring 2017) and PS 397: Authoritarian Regimes (Hummel, Fall 2017). We have also made REEES material the focal point of popular, area-wide general education courses, such as HIST 101: History Now: Century of Revolutions (taught by Jessica Greenberg and Mark Steinberg in Fall 2017). Virtually all advanced non-language REEES courses are taught by tenured or tenure-track faculty. To help professionalize our non-language instructional offerings, in the coming cycle our Critical Methods Series (CMS) initiative will invest in courses that pair area studies and language skills with methodological training in law, information science, informatics, and fine and applied arts. These courses (and the programming of the CMS initiative more generally) will help advertise and develop our new degree certificate programs, established this cycle (the Slavic+Informatics and REEES+Informatics minors and our dual-degree MA/MS program in REEES and LIS).

F.1.(b). REEE studies-related courses in professional schools. Ten professional schools and

colleges at UI offer courses with an area component, and specialized programs in ACES and CoEd, enable certification or area specializations in REEES (Table 7). REEEC-affiliated faculty in Law and FAA offer several courses entirely focused on REE&E or with extensive REEES content, while the iSchool regularly trains advanced specialists in REEES information science (a practice that encouraged the formation of our new joint MA/MS degree). Social Work offers a course on International Development with Grassroots Organizations that places students with organizations in Eurasia, while our collaboration with the CoEd has led to REEES content being taught in Curriculum and Instruction courses on teaching elementary social science (CI 448, Parsons; CI 452, Hug) and science (CI 450, Krist).

F.2.(a). Depth of specialized course coverage. In the last two years, UI offered 70 unique courses with 100% REEE content across 13 disciplines, of which 38 were graduate courses. The REEE curriculum has strengths in Balkan, Russian, Jewish, and Islamic history, literature, cultural studies, music, political science, and sociology. UI is particularly strong in history, with 5 REEE core faculty and 3 survey courses, 6 upper division courses, and 3 graduate seminars focused on the region. Political science offers 4 courses with exclusive area content and 40+ others that partially treat the area or are methodologically relevant. Over 25 courses on regional literatures/cultures are taught in SLL, CWL, and Cinema Studies. Our Balkan Studies program has been strengthened by the recent promotion to tenure of Jessica Greenberg, who will coordinate the CMS/Legal Studies cluster in the new cycle.

F.3.(a). Non-language area faculty. In the last four years, REEEC has added 6 new affiliates in 5 distinct disciplines to an already large and diverse faculty. Thirty-three REEEC faculty offer non-language area courses; 25 are core faculty who teach courses with 100% REEE content. REEES BA and MA students, minors, and FLAS recipients thus have a wide variety of courses

available, including small seminars that allow for personalized instruction with highly regarded faculty. In 2017-18, 42 REEEC faculty on the University's List of Teachers Ranked as Excellent.

F.3.(b). Pedagogy training for TAs. UI requires that all TAs complete a 2-day training workshop conducted by the Center for Innovation in Teaching and Learning (CITL). In 2017-18, 900 TAs participated in the workshop, while 250 participated in a supplementary workshop on strategies for effective and fair grading, productive office hours, and working with diverse groups of students. TAs also attend annual orientations, as mandated by their employing department. In addition, departments have training and mentoring programs, regularly reviewed by the Graduate College, appropriate to the duties of their TAs. These typically involve close faculty supervision that includes weekly meetings, lesson plan and grading guidance, and observation. UI mandates that all TAs undergo end-of-semester student evaluations, the results of which are incorporated into the mentoring process. The University's List of Teachers Ranked as Excellent in 2017 featured 10 REEE Language and Area Studies TAs. The Provost's Initiative on Teaching Advancement (PITA) supports continuous improvement of instructors on campus, teaching innovation and enhancement, and the development of discipline-appropriate assessment such as teaching portfolios, peer evaluation and mentoring. The University helps instructors improve their teaching skills through the Second Language Acquisition and Teacher Education program (SLATE) and five teaching certificate programs offered by CITL.

F.4.(a). Availability of interdisciplinary courses. The core courses of our BA and MA programs (REES 200, 201, 495, 550) are collaboratively taught by REEEC faculty from a range of disciplines. The Center also supports new, interdisciplinary area studies course development, both within the REEES MA and BA programs and in affiliated departments. Contributing to campus engagement with comparative health sciences, Buckley created a new graduate seminar,

“Population and Health in Eurasia,” and integrated the REEES region into SOC 160: Global Health and SOC 270: Global Population Issues. In the last cycle, REEEC-affiliated faculty (Leff, Cooper, Gille) collaborated with our EU Center to develop and teach EURO 490: EU Integration and Eastern Europe for the new EUS MA, the only MA program in EUS in the US. Our full course list indicates the range of interdisciplinary offerings on the REEE region.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G.1.(a). Extent of language instruction. UI supports instruction in a broad range of REEES region LCTLs, both locally and in cooperation with partners. We regularly teach 9 area LCTLs. B/C/S, Polish, Russian, and Ukrainian are offered every year through SLL, and Turkish and Yiddish are provided through other departments. In addition, SLL offers Czech, Bulgarian, and OCS in semesters when there is sufficient demand. REEEC also takes advantage of BTAA to extend instruction in area LCTLs. Since 2014, students have enrolled in Estonian, Georgian, advanced Polish, and advanced B/C/S through BTAA. REEEC’s relationship with the “Language School” in the Republic of Georgia allows students to study Georgian through distance learning. Students can also take courses offered by the Center for Translation Studies to develop the high-level skills that translation requires, often with mentoring from faculty in SLL.

G.1.(b). Enrollment in language study. Student enrollments in LCTL language courses are similar to peer institutions, with Polish enrollments higher than typical and B/C/S enrollments increasing (details on enrollments and offerings are in App. 2). According to the Modern Language Association, university language course enrollments in the US fell 9.2% from 2013 to 2016, with Russian enrollments dropping 7.4%. To address this challenge, SLCL hired an undergraduate advisor (Zach Reed) in January 2018 to specifically support student recruitment and outreach. In 2018-22, the UI NRCs will collaborate with Reed on high school recruitment and community college transfer events, as well as on realizing the recruitment potential of our

Russian Olympiada program. REEEC and SLL faculty will host a new event, “Russia Day” in the fall semester to promote REEE languages and area studies. Interested students will be able to enroll in intensive 1st year Russian in the spring semester. The opportunity to increase enrollments on campus is timely as campus ROTC has advised their students to study Russian and two new Registered Student Organizations (RSO) with memberships of 50+ students were created in 2017. Indeed, revitalized interest in the REEES and Slavic Studies majors in SLL, as well as our new degree, promise to bolster enrollments in the upper levels of Slavic languages by creating a pipeline of students who have begun REEE language study in their first year and seek to achieve advanced competency and/or multi-language competency.

G.2.(a). Levels of language training. All area LCTLs are taught through the 3rd year level, with support through 5th year for Russian. Instruction beyond the 3rd year is available for other languages by tutorial, REEEC-supported summer language consortia, or overseas programs. We also offer two forms of intensive instruction in Russian: a section that covers the first-year syllabus in a single semester, and a section for heritage speakers, supported by REEEC. (Budget A1b) At the end of the two-semester heritage sequence, students typically perform at the high intermediate or advanced level.

G.2.(b). Language across disciplines. Disciplinary study with instruction in area languages is conducted largely through independent studies courses and focused, mentored research. REEES students are required to utilize native texts in their senior honors and MA theses. In REES 495/550, both undergraduate and graduate students conduct research in the vernacular. Faculty in anthropology, history, journalism, iSchool, political science, SLL, and sociology assign readings and expect research in REEE languages. Professor Donna Buchanan (Musicology) leads a regional musical ensemble, Balkanalia, which performs in LCTL languages (Armenian, BCS,

Bulgarian, Georgian, Greek, Macedonian, and Turkish). Through our CMS initiative, including the Arts of Research cluster led by Professor Buchanan, we will improve students' abilities to use their area studies skills across disciplines by creating contexts outside of literature and linguistics classrooms. All area graduate courses emphasize vernacular texts for study and research; doctoral students in many disciplines must show knowledge of native scholarship in their preliminary examinations and incorporate it into their dissertations.

G.3.(a). Numbers of and support for language faculty. SLL comprises 7 tenured language faculty, who also teach literature, film, and culture; 1 lecturer who teaches Russian, Polish, and Czech; and 1 full-time lecturer (Dr. Roman Ivashkiv) who serves as our Language Program Coordinator. Ivashkiv is a native speaker of Ukrainian and Russian, and supervises instruction in all languages with support from other language faculty. SLL faculty teach beginner-, intermediate-, and/or advanced-level language courses. These numbers are supplemented by SLL graduate TAs who assist with instruction in B/C/S, Polish, and Russian. Linguistics employs a full-time lecturer in Turkish, who is developing our new minor in Turkish Studies.

G.3.(b). Pedagogical training, performance-based instruction, and OPI assessment. All faculty and instructors (lecturers) involved in language teaching possess native or near-native command of the language and have demonstrated ability in teaching languages at the university level. Several possess significant pedagogical training that qualifies them to prepare, oversee, and direct graduate TA instructors. TAs are required to possess an advanced command of the language and to attend a pre-AY orientation conducted by Slavic's LPC that reviews language pedagogy and provides an overview of ILR and ACTFL oral proficiency standards. They are also required to attend a pedagogy course taught by the LPC. For this course, the LPC and other language faculty observe the TAs several times and issue written and oral evaluations. Weekly

meetings are held to discuss lesson plans, exam formats, instructional goals, and recent publications on language learning and teaching.

Language instruction in SLL and Linguistics has long followed performance-based methodologies. SLL faculty-developed placement proficiency tests are regularly used to place incoming students and students returning from overseas or intensive study into the appropriate level courses. Regular assessment of the proficiency levels of FLAS fellows and other students began as part of the NRCs' proficiency program last cycle, and the data was shared each year with ED. Our capacity to conduct testing will expand in 2018-22, enabling further integration of proficiency testing into the curriculum.

Building on results from the previous cycle, a joint proficiency evaluation initiative sponsored by SLCL and the UI NRCs will implement new OPI assessment instruments across the LCTLs taught at UI. CLIC will oversee FLAS evaluation and help curate and interpret data on student outcomes across the different languages and levels in the department.

G.4.(a). Measured quality of language outcomes. SLL's objective is to foster ILR level-2 fluency among students with 4 years of undergraduate language training and 2+, 3, or 3+ proficiency at the 5th year and beyond. For graduate and professional training, acquisition of advanced language skills (ILR 2, 2+, 3) with concomitant cultural literacy is a cross-disciplinary priority, and the integration of language instruction and interdisciplinary regional perspectives is a key REEEC curriculum and programming goal. Across all UI LCTLs in 2016-17, 84% of students tested progressed by at least one ACTFL sublevel, and 35% rose by one ILR level.

G.4.(b). Resources. SLCL encourages interdisciplinary cooperation and focuses campus resources on quality LCTL instruction. A new Center for Language Instruction and Coordination (CLIC) was founded in 2015. Its director, Florencia Henshaw, collaborates with UI NRCs to

strengthen language teaching and learning on campus through opportunities for professional development, collaboration, and innovation. CLIC also helps promote language programs across campus and beyond. SLCL supports LCTL pedagogy, learning, translation, research and professional development through three other units that directly engage with REEEC-affiliated faculty, SLATE, CTS, and the LCTL Program (App. 7). In 2018-19, SLCL hired Aida Talic, who specializes in B/C/S and syntax and will contribute to our capacity to offer regional language instruction. Building from successful events attended by 15-20 instructors annually in 2014-18, in the coming cycle REEEC and other NRCs will fund an annual LCTL Pedagogy at UIUC Workshop for faculty and students. These LCTL Workshops will be complemented by four other ACTF and assessment pedagogy workshops organized by CLIC and the area centers (Budget E3a).

G.4.(c). Proficiency requirements. LAS at UI requires a minimum of 2 years of language study in a non-primary language from every undergraduate. REEEC's BA and MA degrees require three years of college-level study of Russian or another language of Eastern Europe or Eurasia, or equivalent proficiency (see Table 8). The SLL program requires a minimum of 6 credit hours beyond second-year study of one of its languages of concentration (Russian, Ukrainian, Czech, Polish, or a South Slavic language).

H. QUALITY OF CURRICULUM DESIGN

H.1.(a). Incorporation into BA degree programs. Apart from REEEC's own interdisciplinary major and minor, REEE area and language study are incorporated across many disciplinary and interdisciplinary programs at UI. Starting in fall 2018, REEES majors can pursue a minor in Informatics (REEES+Informatics), building on the strength of our iSchool. Expanding this juncture between information science and area studies and language skills will be a focal point of both the Documentary Practices and the Area Studies Informatics CMS in this cycle. The

Department of Slavic Languages and Literatures supports a major and a minor in Slavic Studies, with Russian, Czech, Polish, South Slavic, and Ukrainian concentrations available. Students can add a Certificate in Translation Studies and, starting in Fall 2018, a Slavic+Informatics minor. Core courses in the REEES major, such as REES 200 (Intro to the Cultures of Russia & Eurasia) & 201 (Intro to Eastern Europe), satisfy University general education requirements, as do numerous area-specific courses in other departments, such as the popular HIST 260 (Survey of Russian History) and B/C/S 115 (South Slavic Cultures). Finally, the LAS Global Studies BA allows students to develop area expertise in the REEE region and requires a semester-long study abroad program. The requirements for the REEES minor, LAS Global Studies major and minor, international minors in the FAA and ACES, and REEES+Informatics are listed in *Table 7*.

H.1.(b). Undergrad requirements. The REEE Studies major is rigorous, requiring 48 hours of coursework including 3 core courses, 5 area courses in a single discipline and 6 courses across multiple disciplines, as well as 3+ years of college study of an area language. Seniors are

Table 7: Degree Programs and Requirements

College	Degree	Language (col lvl)	Area Studies
ACES	International Minor	3 sem.	3-9 hrs: SA/area/language crs
CoEd	Global St Online MA		32 hrs: 6 core crs; 2 electives; optional SA
LAS	Global Studies Major	3 yrs	51-56 hrs: 6 core crs; 3 area crs; semester SA; 6 thematic crs w/ capstone project
LAS	Global Studies Minor	2 yrs	21 hrs: 3 core crs; 3 thematic crs; 3 area crs
LAS	Slavic Studies Major	3-4 yrs	30 hrs: 5 concentrations; 8 lit crs; 3 area/elective crs; SA or other capstone
LAS	Slavic Studies Minor	2 yrs	18-20 hrs: language, 3 lit crs
LAS	REEES Major	3 yrs	48 hrs: 3 core crs; 5 area crs; 6 disciplinary
LAS	REEES Minor	3 sem	21 hrs: 5 area crs
LAS	REEES+Informatics	3 sem.	67-69 hrs: 16 REEES crs; 6-7 Informatics crs; capstone crs
LAS/GC	REEES MA	3 yrs	38 hrs: 2 core crs; 5 area crs; 2 electives
LAS/GC	REEES Grad. Minor	2 yrs	16 hrs: 1 core crs; 2 area crs
LAS/GC	Balkan St Grad. Minor	2 yrs	16 hrs: 1 core crs; 2 area crs; research paper
LAS/ iSchool	MA/MS REEES/LIS	3 yrs	56 hrs; 3 core crs; 6 REEES crs; 5 IS crs

encouraged to complete a honors thesis, involving extensive independent research supervised by REEEC faculty. Course development initiatives in the coming cycle—growing from the

professionalizing aims of the CMS—will give REEES students the opportunity to apply their knowledge to larger, team-based projects (in documentary work, informatics, legal studies, and the arts). UI incentivizes such summative research experiences through public recognition. At the 2017 Undergraduate Research Symposium, a REEES Major presented her original analysis of arms trade in REEE conflict zones, a project built from Russian language sources. REEEC itself awards the Yaro Skalnik Prize annually to the top undergraduate paper in our field.

H.2.(a). Curricular training for grad students. Starting in fall 2018, REEEC will offer two graduate degree options. In the traditional two-year MA program, students pursue advanced language training while developing their mastery of Area Studies disciplines. The program's flexible requirements permit candidates to craft personalized curricula in preparation for careers in government, NGOs, education, and many other sectors. In the new, two-year MA/MS dual degree (REEEC+LIS) program, students will combine area and language studies with training in Library and Information Sciences, including such subjects as data science and visualization, documentation and records management, computational and digital humanities, and digitization and preservation. This mix of skills will successfully prepare students for a wide variety of careers. (Our Documentary Practices and Area Studies Informatics CMS will contribute to course development and programming for this new REEEC + LIS MA/MS dual degree.) In both degree options, students must achieve at least 3rd-year competency in an area language, maintain a GPA of 3.25 or above, and complete 38 hours of graduate coursework. A thesis or major research paper, mentored by a faculty member and using primary sources in the language(s) of specialization, is mandatory.

In addition, graduate minors in REEES and Balkan Studies provide graduate students in any discipline with the opportunity for Area Studies and language training. Our core graduate

courses, REES 550 (Intro to REEE Area Studies) and IS 530 (REEE Bibliography & Research Methods), offer a theoretical and methodological foundation for research about the region across disciplines and are taken by FLAS fellows and other students, including students from the professional schools (such as Advertising). REEE Studies and Balkan Studies Minors and other graduate students pursuing area expertise can choose from an extensive list of courses across dozens of disciplines (App. 2).

H.3.(a). Career advising services for students. REEEC integrates career and academic advising at both the undergraduate and graduate levels. The Associate Director is the academic/career advisor for REEES undergrads. The Director performs the same function for the Center's graduate students and counsels students with REEES interests from other departments. REES 495/550, the capstone for undergrad majors and the introductory course for MA students, pays particular attention to non-academic career opportunities and preparation for them. The Director and Associate Director help BA and MA students create personalized curricula based on their academic and career goals.

The Career Center and the Graduate College consult with NRCs to provide professional development workshops for area studies students. The UI NRCs annually co-sponsor a well-attended (over 200 students) annual workshop on international careers that provides networking opportunities and alerts students to resources such as FLAS on campus. In addition, REEEC holds events on topics such as government service, professional opportunities in business, and academic careers, focused on the REEE region. In fall 2017, a Eurasia analyst from the State Department's Office of International Research/INR came to discuss pathways into government service for individuals with REEES expertise. In the upcoming cycle, the UI NRCs will jointly host an International Career Diversity day for graduate students to connect with employers and

alumni (in academia, “alt-ac”, government and public institutions, and NGOs, as well as the private sector), both through formal presentations and panels and through informational interviews and networking opportunities.

H.3.(b). Research/study abroad options. Study abroad is a required or encouraged aspect of many degree programs that offer regional specialization (see *Table 7*). Illinois Abroad & Global Exchange (IAGE) facilitates 16 REEE overseas programs, and LAS also maintains a special office devoted to internationalizing the undergraduate experience. In the past cycle, both offices contributed to the completion of new MOUs for the exchange of researchers and students between Illinois and two new regional partners, Tbilisi State University and the American University of Central Asia in Bishkek. Budgeted funds in the coming cycle will be used to build these programs through reciprocal visits of students and researchers and the development of specific advising materials for these programs (alongside revised materials for our existing study abroad opportunities). Building off a recent study of students’ study abroad experiences, LAS is leading the creation of an orientation course (LAS 291) with country-specific modules aimed to help students better integrate these international experiences into their academic and career paths and to provide support to underrepresented students in addressing discrimination abroad. In the coming grant cycle, REEEC will support the development of one such module for our programs in the Czech Republic, which has one of the highest enrolling programs for the REEE region. Lastly, many professional schools at Illinois—including Engineering, Law, and Social Work—offer overseas work and service opportunities. As a result of these possibilities, many REEES majors/minors and affiliated graduate students undertake language training and/or research overseas. In 2014-18, students studied in Armenia, Czech Republic, Georgia, Kazakhstan, Russia (including Siberia), Poland, and Ukraine.

H.2.(c). Students’ access to study abroad/language programs. Illinois students attend programs through ACTR, Arizona State, CIEE, Indiana, Middlebury, Pittsburgh, and others. To facilitate learning of rare LCTLs, REEEC co-sponsors four language consortia: the Baltic Studies Summer Institutes (BALSSI); Pittsburgh’s Balkan and Black Sea Summer Language Institute; Indiana’s Summer Language Workshop; and Indiana’s Center for Languages of the Central Asian Region (CeLCAR). Because of UI membership in the BTAA (formerly CIC), all students may enroll in course-shared language classes and PhD students may enroll through the Traveling Scholars program in courses at any affiliated school, paying UI tuition and fees.

I. OUTREACH ACTIVITIES

I.1. Pre-K, elementary and secondary schools. Led by a full-time O&P Coordinator, Stephanie Chung, REEEC’s outreach program has strong links to communities at the local, regional, and national level, and K-12 education is a focal point (Table 8). We collaborate with the CoEd and

Table 8: K – 12 Outreach Activities

Activity	Outcome and Partners
Head Start Outreach Program	In consultation with local schools, built pre-K curriculum introducing region to over 200 students. Modules developed for 10 different area countries, shared online and used by educators in 4 states.
Russian Afterschool	Twice weekly Russian and area studies curriculum introduces 7-15 4th and 5th graders in Urbana to language and culture.
Citizens of World Festival	Brings the students from an entire rural middle school to campus for joint NRC event exploring diversity of world regions and culture.
College of ED & Spurlock Museum Collaboration	REEEC, Spurlock, and the CoEd will supplement IL Big History teaching kits with REEES content. Throughout the year, a pre-service teacher will visit 6 th grade classrooms for sustained instruction that allows students think about human history and society in global terms. Currently 650 students, Expansion 150 students.
ACTR IL Russian Olympiada	With UChicago, annual competition hosts 100 high school students (predominantly Latino and African American), and showcases their achievements as language learners. SLL instructors serve as judges, advise students on college, LCTL career opportunities.
Common Core Curriculum Development	Curriculum modules designed in consultation with faculty and aligned with CC. Modules on genocide in Bosnia and everyday life under Socialism accessed by 77 teachers in 32 states, and the U.K., Hong Kong, Russia, Germany, Bulgaria, India, Canada, and South Africa.
Youth Literature Festival (YLF) and Slavic Story Time	Illinois Reading Council’s YLF brings authors to Central IL schools (serving over 90 schools and 19,000 students/yr). REEEC sponsors a REEES author, creates accompanying curriculum, and makes class sets of books available to teachers. Slavic Story Time is held at local libraries for children and their families.

other campus programs to create curricular and extra-curricular activities that integrate REEE area studies and language skills into every age group. Our work in schools starts at the Pre-K level, with a successful Head Start program in two communities that in the past year has involved 200 students, many of whom are from low-income and underrepresented groups. At the elementary and middle-school level, we offer further curricular enrichment programs. Partnering with the Urbana school district, we run an afterschool program that teaches Russian to fourth and fifth graders. In collaboration with other NRCs, we host an annual Citizens of the World Festival for students from rural communities.

For the coming cycle, we plan to expand these programs where possible in collaboration with other UI NRCs. Thus, CGS, CLACS, and other UI centers will be joining our Head Start program. We will also be introducing new initiatives in teacher training and education. These include an annual Globalizing Elementary Teacher Training Workshop conducted with the CoEd and the UI Center for World Music's artist-in-residence program (E.5.; Budget).

1.2. Postsecondary institutions. At a national level, UI has an excellent reputation for postsecondary outreach. For over 40 years, our Summer Research Laboratory on Russia, Eastern Europe, and Eurasia has been an important node in higher education about the region. In 2018, 80 scholars from around the world took part. The Slavic Reference Service, with its recently endowed librarian positions, helps sustain the wider network of REEES regional library professionals. REEEC faculty advance REEES scholarship through their service to national organizations (Professor Mark Steinberg is President-Elect / Vice President of ASEES; Professor Harriet Murav is the editor of the flagship journal *Slavic Review*).

In the last grant cycle, REEEC drew on its well-established collaboration with MIIIE, a national community college consortium that promotes international and intercultural education,

to expand its support for Community College and MSI instructors and professionals. Partnering with the CGS, we launched the International Studies Research Lab (ISRL) in 2015, which annually hosts approximately 15 community college instructors working on internationalizing their syllabi or designing new programs. ISRL participants work with research librarians at IASL and SRS and come together to workshop their ideas. In 2014-18, REEEC also launched a partnership with Parkland College to internationalize community college curricula. For example, in 2017, five Parkland faculty participated in a comprehensive program to revise sociology and anthropology courses with global content.

Table 9: Postsecondary Outreach Activities

Activity	Outcome and Partners
Slavic Reference Service (SRS)	Innovative, open reference program that provides on-line and in-person expert consultations on information resources about the REEES region.
Summer Research Lab (SRL)	The SRL on Russia, Eastern Europe, and Eurasia provides summer training workshops, conferences, consultations with REEES faculty and librarians, and library research opportunities to students and scholars from a wide range of institutions of higher education.
ISRL Program for CC/MSI Instructors	REEEC annually provides 2-3 community college instructors with interests in REEES topics the opportunity to participate in the SRL program, with workshops designed specifically for CC/MSI instructors to design new curricula and advance their own professional development. Co-organized with CGS and UI NRCs, ISRL hosts over a dozen instructors annually.
Public Presentation Series	REEEC sponsors several public presentation series. The New Directions, Current Affairs, Arts and Artists, Noontime Speakers, and campus-sponsored Miller Comm Series connect our community with experts and innovators in REEES, while also supporting the larger field and junior scholars in particular by providing forums for the development and exchange of ideas. These events attract 662 attendees per year.
Joint Area Centers Series	Co-organized with UI NRCs, the annual JAC Series (lecture series, symposia, and roundtables) will examine how major issues facing humanity today are understood from the vantages of people in different world regions. In the coming cycle, the series will focus on the futures of Higher Education, Elections, Water and Work.

In 2018-22, REEEC will continue to participate in ISRL, supporting 2-3 instructors annually working on the region. REEEC will also partner with SRS and the UI NRCs to create partnerships with CC/MSI librarians. This initiative will be facilitated by the NILRC, which includes 40 institutional members in Illinois and 4 in Missouri. A focus group of CC/MSI librarians and scholars from IASL will meet and conduct needs assessments to develop a

framework of how librarians can support internationalization efforts at CC/MSIs. The project will culminate in a national workshop, hosted by SRS and REEEC. Through our CMS initiative, the Center will also build on its collaborations with 4 professional programs—Informatics, Law, the iSchool, and FAA—developing the focal points where area studies and professional practice overlap. As part of each research cluster, prominent practitioners will be brought in to speak to REEEC and professional school audiences, including jurists from the European Court of Human Rights, prominent digital humanists from east Europe, and eminent artists and musicians. The Center continues to work with professional schools and colleges by supporting their international programming and outreach. REEEC regularly collaborates with the College of Media and iSchool and offers language and area studies support to ACES's Modernizing Extension and Advisory Services (MEAS) program.

I.3. Business, media, government, and the general public. In 2016, REEEC assisted the Gies College of Business in hosting the new Prime Minister of Georgia, a distinguished Illinois alumnus, to build ties with UI's current crop of entrepreneurs. This was one of many prominent public outreach efforts organized by REEEC in the last cycle. All told, REEEC organized 45 public events across the state, reaching over 14,000 people directly.

Our faculty and staff frequently participate in public forums. In 2017, Professor Mark Steinberg led a public session on the anniversary of the Russian Revolution at the Chicago Humanities Festival. In 2018, Professor Buckley (Sociology) co-authored an update on the conflict in Ukraine for the Washington Post. Professor Buckley has also served as a consultant on the demographics of health care in Ukraine, the Caucasus, and Central Asia for UNESCO and the National Science Foundation. Professor Joseph Lenkart, Chair of Subcommittee on Education and Access for the Council on Library and Information Resources (ASEEES), led an

“Online Workshop on Digital Scholarship” in March of 2018 for information professionals across the country, at which Professor John Randolph presented.

REEEC’s programming events, including the summer institutes of the SRL, are open to the public. REEEC has an agreement with the Champaign County Economic Development Corporation (CCEDC) and the East Central Illinois Development Corporation (ECIDC) to provide assistance with trade visits and business conferences. The Osher Lifelong Learning Institute (OLLI), a local adult-learner program, taps REEEC faculty to teach its courses. REEEC-affiliated faculty (Steinberg, Feldman) have taught at the Danville Correctional Center as part of Illinois’s Education Justice Project, which was covered by ASEES News-Net in 2017. REEEC has also worked with the Urbana Fine Arts Center, the Art Theater, and local Rotary clubs.

REEEC and SRS develop workshops and webinars designed to attract government researchers and policy makers, and SRS staff makes presentations on research and area studies resources to government agencies. In 2014-18, REEEC faculty were invited to curate exhibits at the Krannert Art Museum and Spurlock Museum, serve as consultant for exhibits at Chicago’s Art Institute, speak at the Illinois Humanities Festival, and discuss research with the Defense Department’s Minerva Research Initiative – all of which have been featured by media.

J. FLAS AWARDEE SELECTION PROCEDURES

The FLAS fellowship competition is open to qualifying students across campus. REEEC makes a special effort to encourage undergraduates and students in professional schools to apply. In the 2018-22 cycle, we expect the number of undergraduate applicants to increase as a result of the REEES major’s growing popularity over the last 3 years and the addition of our new professional certificate programs and minors in information science, informatics, and law. These programs have created cohorts of students who are specially trained to take their area studies skills into the public and private sectors and who will be reaching advanced language study in the upcoming

cycle. For this grant cycle, REEEC requests 8 graduate and 2 undergraduate AY fellowships and 5 graduate and 2 undergraduate summer fellowships for B/C/S, Czech, Georgian, Polish, Russian, Turkish, Ukrainian, and Yiddish. ***J.1.(a). How awards are advertised.*** The REEEC FLAS competition is advertised in coordination with other UI FLAS-granting NRCs, with special attention paid to recruiting applicants from professional schools such as the iSchool and the College of Law. This includes joint attendance at campus-wide resource fairs, information sessions, advertisements, and email and social media campaigns. Participating NRCs also present a series of information sessions for students to learn about the application process, eligibility requirements, and terms of the award. These efforts are coordinated by the new Fellowships Coordinator at IBOPS, Samantha Celmer, who was formerly the REEEC O&P Coordinator. The application is open to any eligible student or applicant to UI. AD Marshall holds extended office hours during the application cycle to offer guidance and information for prospective applicants.

J.1.(b). How students apply. UI has a standardized online application form for FLAS applications, allowing applicants to apply to multiple UI Centers simultaneously. This allows candidates to have their applications reviewed by multiple committees and encourages targeted and efficient distribution of fellowships. Applicants use this portal to upload all the information required for the competition, including a standard application form describing the applicant's prior education, language level and plan of study, as well as letters of reference, transcripts, and a written statement. ***J.1.(c). What selection criteria are used.*** Applicants are evaluated based on their academic record and achievements, including prior language study; the correspondence of their study plan and career goals to the competitive priorities and criteria specified by IFLE; financial need; and the quality of the rationale for advanced language and area studies provided by applicants in their personal statement. Selection committees use student financial need as

determined through the FAFSA in order to address the competitive priority for students demonstrating financial need when making award decisions. ***J.1.(d). Who selects the fellows.*** All applications are reviewed by the REEEC Executive Committee, with faculty representatives from the social sciences, the humanities, fine arts, UL, and at least one professional school (B2). This disciplinary diversity ensures a well-rounded selection of fellows that represent different subjects, languages, and regions. During the 2014–18 cycle, 48 AY and 33 summer graduate fellowships and 7 AY and 8 summer undergraduate fellowships were awarded for 11 languages: B/C/S, Bulgarian, Czech, Georgian, Kyrgyz, Polish, Russian, Turkish, Ukrainian, Uzbek, and Yiddish. These awards were distributed across 17 disciplines. Approximately 6% were held by professional school students, another 16% were held by undergraduates, and 92% of them supported the study of Title VI priority languages. In the 2014-18 cycle, we found that many professional school applicants did not meet the FLAS requirement of advanced competency in a language of the region. We believe that our new, cross-disciplinary collaborations with the CoEd and others will encourage professional school applicants to more effectively work language training into their studies and able to meet FLAS requirements. ***J.1.(e). Timetable for awards.*** In September FLAS coordinators and the Title VI Coordinator meet to review and update the online application form, allowing us to make the necessary adjustments before the application goes live in late November. Applications are due in early February. The selection committees meet shortly thereafter, with fellowship decisions completed by the end of that month. Final awards are coordinated with the other NRCs to ensure that all FLAS funding is fully utilized. This practice has resulted in an increase in the total number of fellows studying REEE languages (all LCTLs), with other Centers awarding fellowships to students studying Russian or an EU language, allowing REEEC to fund additional students. Award announcements are made as soon as the

selection process is completed, with students asked to accept or decline the awards by the end of March. Students on summer fellowships who are planning on overseas language study are informed that their award is not final until their proposed language program has been approved by IFLE. The Fellowships Coordinator and Center FLAS Coordinators work together to make certain that students are able to study abroad on programs that best suit their language and professional goals. They work to ensure IFLE program approval, coordinate with University International Safety and Security, and maintain and establish institutional agreements with language programs abroad. In a 2016 UI FLAS survey, 27% of respondents found the application process easy and 71% found it neither easy nor difficult. 100% of the respondents who attended the FLAS information workshop found it helpful in preparing for the application. ***J.1.(f).***

Correspondence of awards to priorities. The competitive priorities during the 2014-18 grant cycle were to prioritize awards for students who demonstrate financial need and to make 25% or more of the AY awards for US Department of Education priority languages. REEEC made 96 FLAS awards, 55 of which were AY awards and 41 were summer awards. Over 50% of these awards were made to students who selected to demonstrate financial need through FAFSA. This number has been increasing with over 70% of the applicants in our last AY competition demonstrating financial need. Of the AY awards, 98% were made for ED priority languages. REEEC will continue to support the study of priority LCTLs, privileging applications of high quality for advanced study of priority languages.

K. COMPETITIVE PRIORITIES

K.1.(a). NRC Competitive Priority: Sustained collaboration with one or more MSI or CC.

REEEC will build upon its collaboration with Parkland College, a dynamic community college in Champaign, IL. In the 2014-18 cycle, we collaborated with other UI NRCs to create a series of workshops on curriculum internationalization for Parkland faculty, resulting in new courses in

sociology and anthropology (see I.1.2). In the current cycle, REEEC and Parkland will expand the course internationalization program to other departments and partner CCs. REEEC will work with NILRC and MIIE to offer professional development and training opportunities to their networks (Budget E5o,p). Our ISRL program provides CC/MSI faculty a travel grant and stipend to develop their curriculum in our UL, attend workshops, work with IASL librarians, and discuss their ideas with other researchers and teachers. In the coming cycle, in addition to extending ISRL, we will support a parallel effort for CC/MSI librarians through their network, NIRLC. A focus group of CC/MSI librarians and IASL scholars will meet and conduct a needs assessment in order to develop a framework for how librarians can support internationalization efforts at CC/MSIs. The project will culminate in a national workshop, hosted by SRS and REEEC.

K.1.(b). NRC Competitive Priority: Collaborative activities with colleges of education and teacher education programs. Through outreach programming, campus partnerships with the UI CoEd and other units, and our robust K-12 outreach program, REEEC supports teacher training across all educational levels (AP2; A and I.1). In the coming cycle, we will support several of the CoEd's pre-service and in-service training initiatives, including the "Global Perspectives Across Disciplines" curriculum program and the Big History outreach series for middle school children, conducted with the Spurlock Museum. REEEC will also work jointly with the College and the other NRCs on an in-service Teacher Workshop integrating the annual JACS themes (the futures of Higher Education, Elections, Water, and Work) into K-12 classrooms.

K.2.(a). FLAS Competitive Priority 1: Preference to students who demonstrate financial need. FLAS applicants at UI apply through a centralized process that unites academic and financial records. A full-time FLAS Fellowship Coordinator within IBOPS procures all student financial records for the NRC FLAS selection committees so that they are able to build financial need systematically into their awards processes. While each center ranks its own applicants, FLAS

coordinators work together to make sure that fellowships are distributed efficiently across the applicant pool, maximizing support for students with financial need. In 2014-18, FLAS applicants were asked to demonstrate financial need through the FAFSA. 70% of REEEC awards were made to students who demonstrated financial need in the most current competition.

K.2.(b). FLAS Competitive Priority 2: Preference to programs awarding at least 25% of AY FLAS fellowships to languages other than French, German, and Spanish. REEEC awards

100% of FLAS fellowships to languages other than French, German, and Spanish. In 2014-18, REEEC awarded 92% of the fellowships to Title VI priority languages. REEEC will continue to award FLAS fellowships to LCTLs and any announced priorities in 2018-22.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Inserts and Appendices

Insert: Profile Form

Insert: Diverse Perspectives and Areas of Need (AP1)

<i>Appendix 1: CVs & Position Descriptions</i>	<i>1-1</i>
<i>Appendix 2: Course List.....</i>	<i>2-1</i>
<i>Appendix 3: Performance Measure Forms</i>	<i>3-1</i>
<i>Appendix 4: Letters of Support</i>	<i>4-1</i>
<i>Appendix 5: Evaluation Table</i>	<i>5-1</i>
<i>Appendix 6: Priorities Table</i>	<i>6-1</i>
<i>Appendix 7: SLCL Support Units.....</i>	<i>7-1</i>
<i>Appendix 8: MIIE List</i>	<i>8-1</i>

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
Undergraduate National Resource Center
Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$279,060 Year 2: \$279,298 Year 3: \$280,515 Year 4: \$270,799

FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

Type of Applicant

- ☒ Single institution University of Illinois Board of Trustees - Russian, East European, and Eurasian Center ☐
Consortium of institutions

- ☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, |
| <input type="checkbox"/> EUROPE | EURASIA <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

B/C/S, Czech, Georgian, Polish, Russian, Turkish, Ukrainian, Yiddish.

Explanation: Diverse Perspectives and Areas of Need (AP1)***1. How grant activities will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.***

In the coming cycle, REEEC will foster diverse perspectives, views, and debates on world affairs across all of its activities as a NRC, in the following ways.

1. Reaching small towns and cities from across the Midwest, our outreach and public affairs programming will engage large and diverse audiences, providing people from disparate backgrounds and points of view with opportunities to participate in wide-ranging discussions about Russia, East Europe, and Eurasia and its place in today's politics, society, economy, environment, and culture. Collaborations with other campus NRCs—such as our Joint Area Centers Symposium—will allow us to place REE&E in dialog with the rest of the world on critical issues facing humanity in the 21st century, including the futures of Water, Work, Elections, and Higher Education.
2. Our instructional and teacher training programs will prepare students of all ages to study and use REEE languages and area studies disciplines. K-12 initiatives such as our popular Head Start and Russian Olympiada programs will help encourage schoolchildren (particularly those from rural and underprivileged backgrounds) to imagine their own relationship to the region from an early age. Through our LCTL offerings and FLAS awards, we will help today's students become experts in regional languages, preparing them to become interpreters, researchers, entrepreneurs, and educators whose skills reach across linguistic and cultural boundaries. Our area studies curriculum will expose students to many traditions of debate (and current contested questions) about the region across subjects and disciplines. Through our partnerships with CCs/MSIs and their faculty—including our new partnership with CC/MSI librarians—we will provide faculty and students with access to in-depth knowledge and training about the REEE region.
3. Through our training of future teachers—in our MA and PhD programs and through our collaboration with the Illinois College of Education and in-service and pre-service teachers—we will help create new instructors who can help the people they serve participate in conversations and debates about the REEE region.
4. Through our support of the international scholarly networks that define and drive REEES, we will help scholarship on the region develop and deepen in the coming years. By housing one of the world's great library collections and making it available through such open and public services as the SRS and SRL, Illinois ensures that debates about our region can draw on the best possible information. Located in central Illinois and Illinois's 13th congressional district, REEEC's local constituency includes the cities of Champaign-Urbana, Peoria, and Decatur and rural towns and communities such as Danville, Tuscola, and Oakwood. REEEC students are diverse, matriculating from the Chicago suburbs and the selective CPS schools, the underrepresented minority communities in the Noble Charter School Network, the small schools of rural IL's

agricultural and industrial communities, and homeschooling. Recent REEEC undergraduates include Air Force and Navy ROTC students, transfer students from IL CCs, employees of local major healthcare providers, and aerospace engineering and atmospheric sciences professionals. Our graduate students come from top R-1 and liberal arts schools as well as professional fields such as the media, library sciences, nursing, and the military.

2. How the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.

In the coming cycle, REEEC will seek to encourage service in areas of national need, in government as well as in the private and non-profit sectors, in the following ways:

1. Throughout the academic year, REEEC provides professional development opportunities for students that emphasize multiple career options in areas of national need. These events include REEEC-specific workshops and meetings with government officials and professionals from business, non-profit, and education sectors, as well as joint sessions with the campus career center and other NRCs at Illinois. These events are meant to both assist students seeking employment after graduation and to encourage them to explore possible career paths they may not otherwise consider.
2. REEEC has success in placing area studies specialists in a variety of careers. Since 2010, 13% of REEEC graduates (BA, MA and minors) have gone on to careers in K-16 education, 10% are working for the federal government, 20% have continued on to graduate school, 12% have entered the private, for-profit sector, and 13% have found work in the NGO or non-profit community. REEEC alumni work for organizations such as the U.S. Department of Defense, the Department of State, Kenyon College, American Councils for International Education, and the Kansas City School District.
3. REEEC makes every effort to provide students with access to a wide range of professional development and personal contact with diverse experts with area studies training. Every semester we hold an international career-related event, covering topics such as government service, the professions, and academia. These events address how to find REEEC-related jobs after graduation. Speakers from the U.S. government, military, universities, and non-profit sectors discuss networking, early professionalization, and job search strategies. In the 2014-18 cycle, this included translators, specialists in technology and information, a finance analyst from S&P's, State Department employees (INR/OPN and foreign service), UN employees, educators, representatives from Erasmus Mundus, Rotary International, the Asian Development Bank, and a retired Major General from the Air Force Reserve. In addition, we host a biennial Business and LCTL Symposium. In 2018-22, we plan to organize longer-format international career workshops featuring panels, informational interviews, and networking opportunities, as well as continuing to host diverse professionals.

4. Our degree programs—including not only traditional majors in REEES disciplines but also new, multidisciplinary degree offerings combining area studies training with certificates in informatics, library and information science, and legal studies—will help prepare our students to be a part of the global workforce and bring their training to bear on discussions in government, the professions, education, the arts, and the public and private sectors. By developing these programs and highlighting the methodological options and choices available for producing useful knowledge about our region, the four programming clusters of our CMS initiative will help us improve the usability and impact of the area studies and language training we provide.

Project Personnel Profiles**Executive Committee**

BABADOOST, Mohammed	Crop Sciences	6
BUCHANAN, Donna	Music	8
CONDILL, Christopher	International & Area Studies Library	11
GREENBERG, Jessica	Anthropology	15
KAGANOVSKY, Lilya	Comparative & World Literature	20
MASLOVA, Olga	Theatre	24
RANDOLPH, John	History	3

Core Faculty**AGRICULTURAL & CONSUMER ECONOMICS**

ENDRES, A. Bryan	12
------------------------	----

ANTHROPOLOGY

GREENBERG, Jessica	15
--------------------------	----

ART HISTORY

ROMBERG, Kristin	29
------------------------	----

BUSINESS ADMINISTRATION

VISWANATHAN, Madhubalan	38
-------------------------------	----

COMPARATIVE & WORLD LITERATURE

KAGANOVSKY, Lilya	20
-------------------------	----

MEHTA, Rini	25
-------------------	----

CROP SCIENCES

BABADOOST, Mohammad	6
---------------------------	---

EDUCATIONAL POLICY & LEADERSHIP

KUCHINKE, K. Peter	21
--------------------------	----

ENGLISH

PRENDERGAST, Catherine Jean	27
-----------------------------------	----

GEOLOGY

FOUKE, Bruce	13
--------------------	----

GERMANIC LANGUAGES & LITERATURES

PINKERT, Anke	26
---------------------	----

HISTORY

AVRUTIN, Eugene Michael	5
-------------------------------	---

FRITZSCHE, Peter	14
------------------------	----

HITCHINS, Keith	16
-----------------------	----

KOENKER, Diane	21
----------------------	----

PROCHASKA, David	28
------------------------	----

RANDOLPH, John	3
----------------------	---

STEINBERG, Mark	34
-----------------------	----

TODOROVA, Maria	37
-----------------------	----

JOURNALISM

BENSON, Nancy Jane	6
--------------------------	---

LAW

BOYLE, Francis A	7
------------------------	---

MAGGS, Peter B	23
----------------------	----

ROSS, Jacqueline E	30
--------------------------	----

INFORMATICS

PINTAR, Judith	27
----------------------	----

INFORMATION SCIENCE

WEECH, Terry	38
--------------------	----

LINGUISTICS

HOCK, Hans Heinrich	17
---------------------------	----

IONIN, Tania	19
--------------------	----

KATSIKAS, Stefanos	20
--------------------------	----

SAADAH, Eman	30
--------------------	----

TALIC, Aida	35
-------------------	----

MUSIC

BUCHANAN, Donna	8
-----------------------	---

TIPEI, Sever	37
--------------------	----

NUCLEAR, PLASMA, & RADIOLOGICAL ENGINEERING

SINGER, Clifford	32
------------------------	----

PHYSICS

SEIDEL, Edward	31
----------------------	----

POLITICAL SCIENCE

HUMMEL, Sarah	18
---------------------	----

LEFF, Carol Skalnik	22
---------------------------	----

PAHRE, Robert David	26
---------------------------	----

PROGRAM IN JEWISH CULTURE & SOCIETY

FELDMAN, Sara	12
---------------------	----

SLAVIC LANGUAGES & LITERATURES

BRENIER, Laura Davies	
COOPER, David L	
FINKE, Michael C	
GASYNA, George Zbigniew	
IVASHKIV, Roman	
KAGANOVSKY, Lilya	
MURAV, Harriet Lisa	
SOBOL, Valeria	
TEMPEST, Richard	

RECREATION, SPORT, AND TOURISM

BERDYCHEVSKY, Liza	7
SANTOS, Carla	31
WELTY-PEACHEY, Jon	39

RELIGION

HOFFMAN, Valerie J	17
--------------------------	----

SOCIOLOGY

BUCKLEY, Cynthia	9
GILLE, Zsuzsa	15

SOCIAL WORK

LOUGH, Benjamin	23
-----------------------	----

THEATRE

MASLOVA, Olga	24
ROBINSON, Valleri J	28

UNIVERSITY LIBRARY/INTERNATIONAL & AREA**STUDIES LIBRARY**

ADAMCZYK, Jan	5
CONDILL, Christopher	11
LENKART, Joseph James	22
SHTOHRYN, Dmytro M	32
SROKA, Marek	33
STUART, Mary P	35

LANGUAGE TAUGHT

Czech, Polish, Russian	8
Czech	11
Russian	13
Polish	14
Russian, Ukrainian	19
Russian	20
Russian, Yiddish	25
Russian	33
Russian, Bulgarian	36

RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER**PROFESSIONAL STAFF**

CHUNG, Stephanie	10
MARSHALL, Maureen	4
MCCABE, Linda	24

ILLINOIS INTERNATIONAL PROGRAMS STAFF

CELMER, Samantha	9
CHESTER, Katrina	10
ROSENSTEIN, Matthew Aaron	29

PROGRAMMING PARTNERS

HENSHAW, Florencia	16
HUG, Barbara	18
STONE, Elisabeth	34
TARTAKOVSKY, Dmitry	36
WITT, Allison	39

POSITION DESCRIPTIONS40

Foreign Language Competency Key: (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

RANDOLPH, John W

Department/Tenure Status: Associate Professor, Appointed: 2008, History, Tenured.

Education: Ph.D., Late Modern European History, University of California, Berkeley (1997); M.A., Modern European History, University of California, Berkeley (1991); B.A., History, Carleton College (1989).

Academic Experience: Director, Russian, East European, and Eurasian Center (2017-present); Member, Advisory Board, Office of Undergraduate Research (2016-present); Chair and Editor, SourceLab, Department of History (2014-present); Member, Executive Committee, Russian, East European, and Eurasian Center (2012-present); Member, Undergraduate Studies Committee, Department of History (2012-present); Assistant Professor, University of Illinois at Urbana-Champaign (2001-2008)

Overseas Experience: Russia, Germany, France

Foreign Language Competency: Russian 5; French 4; German 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses HIST 200: The Enlightenment; HIST 207: Publishing the Past; HIST 260: A Survey of Russian History; HIST 339: The Early Russian Empire, 1550-1815; HIST461: The Russian Empire in the 19th Century; HIST 491: Directed Research in Digital History; HIST498: Roads in Modern History; HIST 502: The Digital Document; HIST 551: Eurasia - History of a Space; HIST 560: The Early Russian Empire in Comparative Historiographical Perspective; HIST 596: The Craft of Historical Research

Research/Teaching Specializations: Imperial Russian History, Early Modern Russian History, 19th and 20th Century Russian Literature and Culture; Digital Humanities

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2017: "Communication and Obligation: The Postal System of the Russian Empire, 1700-1850." In *Information and Empire: Mechanisms of Communication in Russia, 1600-1850*. Cambridge, UK: Open Book Publishers.

2014: "The Space of Intellect and the Intellect of Space." In *Rethinking Modern European Intellectual History*. Oxford, UK: Oxford University Press.

2012: *Russia in Motion: Cultures of Mobility, 1850 to the Present*. Series: Studies of World Migrations. Champaign-Urbana: University of Illinois Press. (Co-editor).

2011: "Fugitive Worlds and Moving Authors," *The Russian Review*. Vol. 70, No.1: 80-86.

2010: "Russian Route: The Politics of the Petersburg-Moscow Road in the Eighteenth Century." In *Space, Place and Power in Modern Russia: Essays in the New Spatial History* (DeKalb: Northern Illinois University Press).

2007: *The House in the Garden: The Bakunin Family and the Romance of Russian Idealism*. Ithaca: Cornell University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 2

Distinctions: Fulbright Specialist Roster (Russia/Education, 2016-2021); Andrew W. Mellon Foundation Grant, *Humanities Without Walls* (2018); Faculty Fellow, Illinois Program for Research in the Humanities (2015); Visiting Scholar, Institute for East European History, Tuebingen University (2011-2012); Fellow, Center for Advanced Study, University of Illinois (2011-2012); Conrad Humanities Scholar, University of Illinois at Urbana-Champaign (2009-2014); W. Bruce Lincoln Book Prize–Best First Book in History, ASEES (2008); Winner, Best Book in Literary or Cultural Studies, American Association of Teachers of Slavic and East European Languages (2008); Mellon Fellowship in the Humanities, University of Illinois (2006).

MARSHALL, Maureen

Department/Tenure Status: Associate Director, Russian, East European, Eurasian Center, University of Illinois (2015-present)

Education: Ph.D., Anthropology, University of Chicago (2014); M.A., Social Science, MAPSS, University of Chicago (2003); B.A., Anthropology & Literature-Writing, University of California, San Diego (2001)

Academic Experience: Lecturer, Social Sciences Collegiate Division, University of Chicago (2014-2015); Outreach and Campus Programs Coordinator, Center for East European and Eurasian/Russian Studies, University of Chicago (2013-2015); Lecturer, Sociology and Anthropology Department, Lake Forest College (2013-2014)

Overseas Experience: Republic of Armenia, Jordan

Foreign Language Competency: Russian 4; French 3; Latin 2; Armenian 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: REES 200: Introduction to Russian, East European, and Eurasian Studies

Research/Teaching Specializations: Bioarchaeology, Anthropology, South Caucasus, Russian, East European, and Eurasian Studies, Biogeochemistry

Geographic Specialization: Russia: ☐ Eastern Europe: ☐ Central Asia: ☒

Recent Publications:

2016: "A Preliminary Report on the 2008, 2010, and 2011 Investigations of Project ArAGATS on the Tsaghkahovit Plain, Republic of Armenia." *Archäologische Mitteilungen Aus Iran Und Turan*. (Co-author).

2016: "Unruly Remains: Soviet Ethnogenesis and Physical Anthropology in the South Caucasus." In *Fitful Histories and Unruly Publics: The Archaeology of Eurasia from Past to Present*. Oxford University Press.

2015: "'Because Life it selfe is but Motion': An Anthropology of Mobility." *Anthropological Theory* 15(4):434-471. (Co-author).

2014: "Becoming Bioarchaeology? Traditions of Physical Anthropology in Armenia." In *Archaeological Human Remains: Global Perspectives*. Springer, New York.

2013: "Processes and Practices of Death: Towards a Bioarchaeology of Dynamic Societies." In *Regimes and Revolutions: the 3rd Eurasian Archaeology Conference*. Cambridge University Press, Cambridge.

2011: "Armenia/Hayastan" In *The Routledge Handbook of Archaeological Human Remains and Legislation: an international guide to laws and practice in the excavation, study, and treatment of archaeological human remains*. London, Routledge, 18-32. (Co-author).

2009: Hnamardabanakan nyuteri havakagrman yev fondavorman karevorutyune (The importance of collecting and curating osteological materials), In *Tangarani K'ar'avarum: Yunesko/Ikom azgayin treynning (dasentats-varzhank) HH tarngaranneri masnaget'neri hamar, 11-14 Hunis 2009t. Yerevan, Hayastan (Running A Museum: UNESCO/ICOM National Training for Museum Specialists from the Republic of Armenia, June 11-14, 2009, Yerevan, Armenia)*, 82-85. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: President, American Research Institute of the South Caucasus (2018-2021); Co-PI, ARISC Collaborative Heritage Management Grant, "Preserving the Cultural Heritage of Karnut Cemetery" (2017); Co-PI, NSF Collaborative Research, "The Role of Fortifications In Long Term Political Process" (2016-2017); ARISC Junior Research Fellowship (2015); Wenner-Gren Engaged Anthropology Grant (2014); Prize Lectureship in the Human Rights Program, University of Chicago (2013); Starr Prize Lectureship in Anthropology, University of Chicago (2011); Fulbright-Hays Doctoral Dissertation Abroad Fellowship (2008-2009)

ADAMCZYK, Jan**Department/Tenure Status:** Senior Library Specialist, Slavic Reference Service**Education:** A.B.D., Russian Literature, Slavic Languages and Literature, University of Illinois; M.A., Linguistics, University of New Mexico (1988); B.A., American Studies, University of New Mexico (1984); Department of English Language and Literature, University of Silesia, Katowice, Poland (1979-1981); Russian Language Institute, Moscow, Russia (1985)**Academic Experience:** Senior Library Specialist, International & Area Studies Library and Slavic Reference Service, UIUC (2011-present); Senior Library Specialist, Slavic and East European Library and Slavic Reference Service, UIUC (2002-2011); Library Technical Assistant, Slavic and East European Library and Slavic Reference Service, UIUC (1997-2002)**Overseas Experience:** Poland; Russia**Foreign Language Competency:** Polish 5; Russian 4; Ukrainian 3; Belorussian 3**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** n/a**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:***Military Science of Russia:*<https://library.illinois.edu/ias/spx/slavicresearchguides/subjectresources/subsourrus/rusmilsciintro/>;*Guide to Polish Electronic Resources:*<https://library.illinois.edu/ias/spx/slavicresearchguides/eresources/polanderesources/>;*Poland National Bibliography:* <https://library.illinois.edu/ias/spx/slavicresearchguides/nationalbib/polbib2/>**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Outstanding Civil Service Staff (2015); Robert P. Doyle Award for Library Staff (2010); Woodrow Wilson Center Fellowship (1992)**AVRUTIN, Michael Eugene****Department/Tenure Status:** Associate Professor of Modern Jewish History, Tobor Family Scholar in the Program of Jewish Culture and Society, Appointed: 2006. Tenured.**Education:** Ph.D., Russian and Jewish History, University of Michigan (2004); M.A., University of Michigan (2000); B.A., University of Texas at Austin (1996)**Academic Experience:** Visiting Assistant Professor, Colby College (2004-2006)**Overseas Experience:** Russia; Belorussia; Ukraine; Israel; Lithuania**Foreign Language Competency:** Russian 5; Yiddish 3; German 3; Hebrew 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** HIST 269: Jewish History Since 1700; HIST 396: Special Topics; HIST 498: Research and Writing Seminar; HIST 551: Problems in European History Since 1789; RUSS 261: Intro to Russian-Jewish Culture**Research/Teaching Specializations:** East European Jewish history; political and social history of the Russian empire; neighborly relations in Eastern Europe; Jewish autobiography.**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:**2017: *The Velizh Affair: Blood Libel in a Russian Town*. New York: Oxford University Press.2012: "Ritual Murder in a Russian Border Town," *Jewish History*, vol. 26, no. 3/42010: *Jews and the Imperial State: Identification Politics in Tsarist Russia*. Ithaca: Cornell University Press.**Number of Dissertations or Theses Supervised in Past 5 Years:** 5**Distinctions:** National Endowment for the Humanities Fellowship (2016-2017, 2015, 2012, 2008); Arnold O. Beckman Research Board Award, University of Illinois (2017, 2013, 2011-2010); Charles A. Ryskamp Fellowship, American Council of Learned Societies (2012-2013)

BABADOOST, Mohammed**Department/Tenure Status:** Professor, Crop Sciences. Appointed: 1999, Tenured.**Education:** Ph.D., North Carolina State University (1983); M.S., Washington State University; B.S., University of Tabriz**Academic Experience:** Assistant Professor University of Illinois (1999-2005); Research Plant Pathologist, Montana State University (1994-1999)**Overseas Experience:** Armenia, Azerbaijan, Kyrgyzstan, Kazakhstan, Tajikistan, Turkmenistan, Ukraine, Uzbekistan, Georgia**Foreign Language Competency:** Azerbaijani 5, Turkmen 3, Kazakh 2, Uzbek 4, Kyrgyz 2, Tajik 4**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Plant Disease Diagnosis, Plant Pathology, Plant Disease Management, Fungi and Plant Diseases, Fruit Crop Diseases and Seed Pathology; Outreach and Extension**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:**2007: Quantification of *Phytophthora capsici* oospores in soil by sieving-centrifugation and real-time polymerase chain reaction." *Plant Disease*. (Co-author).2006: "First Report of Tobacco ringspot virus in pumpkin (*Cucurbitapeop*) in Illinois." *Plant Disease*. (Co-author).**Number of Dissertations or Theses Supervised in Past 5 Years:** 9**Distinctions:** Sheth Distinguished Faculty Award for International Achievement (2015)**BENSON, Nancy Jane****Department/Tenure Status:** Associate Professor, Journalism, Appointed: 2004. Tenured.**Education:** M.A., Regis University (1996); BS, Mass Communication, Morehead State University.**Academic Experience:** Adjunct Professor, Columbia College (1997); Visiting Professor, University of Illinois (1996-1997); Assistant Professor, University of Illinois (1997-2000); Associate Professor, University of Illinois (2000-2004)**Overseas Experience:** Georgia, Peru; Romania; China; Slovakia; Turkey; Italy; Moldova; Cambodia; Burma**Foreign Language Competency:** Italian 3; Spanish 1**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** JOUR 460: Special Topics; JOUR 480: International Reporting - Romania**Research/Teaching Specializations:** Radio and Television Journalism, International Reporting, Special Project Reporting**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:** n/a**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** 2 Telly Awards for culture reporting and Travel/Tourism for the Human-Wildlife conflict television story (2009); Society of Professional Journalists National First Place for in-depth radio student project on China - included travel to China to report (2008); Knight International Press Fellow - Central & Eastern Europe (2000)

BERDYCHEVSKY, Liza

Department/Tenure Status: Assistant Professor, Department of Recreation, Sport, and Tourism. First Appointed: 2013.

Education: Ph.D., Health and Human Performance, University of Florida (2013); M.B.A., Ben-Gurion University of the Negev, Israel (2009); B.A., Ben-Gurion University of the Negev, Israel (2006)

Academic Experience: Research and Teaching Assistant, University of Florida (2009-2013); Instructor, University of the Negev, Israel (2008-2009); Research and Teaching Assistant, University of the Negev, Israel (2006-2009)

Overseas Experience: Israel

Foreign Language Competency: Russian 4; Hebrew 4; Ukrainian 3

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☒ 25-50% ☐ 25% or Less

Area Courses Taught: RST: 530 Critical Issues Tourism Management; RST 594: Sport Tourism, RST 516: Finance and Budgeting for Recreation, Sport and Tourism

Research/Teaching Specializations: Tourism, Gender and Tourism, Youth in Gangs, Sexual behavior and risk taking in tourism contexts, Health education, prevention, and intervention methods

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☒

Recent Publications:

2018: “‘Risky’ leisure research on sex and violence: Innovation, impact, and impediments.” *Leisure Sciences*, 40(12, 40th Anniversary Issue: Looking back and looking forward on Leisure), 9-18.

2017: “Sexual health education for young tourists.” *Tourism Management*, 62, 189-195.

2015: “Exoticism, tourism.” In J. Jafari & H. Xiao (Eds.), *Encyclopedia of tourism*. Springer.

Number of Dissertations or Theses Supervised in Past 5 Years: 7

Distinctions: Illinois Campus Research Board Grant, Office of the Vice Chancellor for Research, University of Illinois at Urbana-Champaign (2014-2016)

BOYLE, Francis A.

Department/Tenure Status: Professor of Law, First Appointed: 1978. Tenured.

Education: Ph.D., Harvard University (1983); J.D., Harvard Law School; M.A., Political Science, Harvard University; B.A., Political Science, University of Chicago

Academic Experience: Professor, Unit for Criticism and Interpretive Theory (2010-2018); Associate Professor (1981-1984); Assistant Professor (1978-1981); U.S. State Department, Scholar-Diplomat Program, Bureau of Politico-Military Affairs (1981).

Overseas Experience: Libya, Soviet Union, Canada, Bosnia and Herzegovina

Foreign Language Competency: n/a

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: LAW 656: International Law, LAW 792: Con Law of US Foreign Affairs

Research/Teaching Specializations: International Law, Human Rights

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2014: *Restoring the Kingdom of Hawaii: The Kanaka Maoli Route to Independence*.

2002: *The Criminality of Nuclear Deterrence*.

1996: *The Bosnian People Charge Genocide*.

1989: *The Future of International Law and American Foreign Policy*.

1987: *Defending Civil Resistance Under International Law*.

1985: *World Politics and International Law*.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Bertrand Russell Peace Lecturer, McMaster University (2007)

BRENIER, Laura Davis

Department/Tenure Status: Lecturer, Russian East European, and Eurasian Studies. First appointed: 2014.

Education: Ph.D., Slavic and Theoretical Linguistics, Princeton University (2005); B.A., Russian Language and Literature and Interdisciplinary Slavic Studies, Beloit College (1997)

Academic Experience: Visiting Lecturer, Slavic Languages and Literatures (2014-Present); Visiting Scholar, Department of Linguistics, University of Colorado, Boulder (2003-2005)

Overseas Experience: Czech Republic.

Foreign Language Competency: Russian 5; Czech 4

Pedagogy Training: CITL Workshop, University of Illinois (2018); OPI Workshop, University of Illinois (2015)

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: Czech 101, Czech 201, Czech 202, SLAV 417: 11th-17th Century Russian Language and Literature, Polish 101, Polish 102, RUSS 199: Accelerated 1st year Russian, RUSS 301

Research/Teaching Specializations: (Morpho)syntax, Comparative Slavic, Diachronics, Dialectology

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2016: "Incorporating Culture in the Foreign Language Classroom." *GaTESOL*: Atlanta.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Fulbright Scholar, Palacky University, Olomouc, Czech Republic (1998)

BUCHANAN, Donna

Department/Tenure Status: Professor, Department of Music; Associate Professor, Department of Anthropology, University of Illinois, First Appointed: 1997. Tenured.

Education: Ph.D., Ethnomusicology, University of Texas at Austin (1991); M.M., Ethnomusicology, University of Texas at Austin (1985); B.A., Music and Modern Languages, Beloit College (1982)

Academic Experience: Co-founder and Board of Directors Member, The Vergilii Atanasov Foundation for Bulgarian and Balkan Ethno-organology (2013-2016); Director, Russian, East European, & Eurasian Center, (2004-2007); Assistant Professor, School of Music, University of Illinois at Urbana-Champaign (1997-2003); Assistant Professor and Ethnomusicology Program Coordinator, Department of Music, New York University, (1992-1997); Lecturer, Department of Music, University of Texas at Austin, (1991-1992).

Overseas Experience: n/a

Foreign Language Competency: Bulgarian 4; French 3; Russian 3; Italian 2; Macedonian 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: MUS 110: Introd Art Mus: Intl Perspect; MUS 252: Ethnomusicology Perf Ensembles; MUS 417: Area Studies Ethnomusicology; MUS 450: Advanced Ensemble Music; MUS 523: Seminar in Musicology; REES 590: Individual Study or Research; REES 599: Thesis Research

Research/Teaching Specializations: Bulgaria, the Balkans, and the CIS, music as symbolic communication, music in aesthetic systems, music and power relations, music and cosmology, music and social identity; additional teaching areas include ethnomusicological methodologies, ethnography, traditional and art musics of the Mediterranean, the musical cultures of indigenous peoples, and Russian and East European classical music

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2017: "Bells, Bellmaking, and Festival Practice as Entrepreneurial Heritage and Markers of Place in Pirin-Macedonia." *Balkanistica (Special international issue on Macedonia)* Vol. 30, No. 2 :59-84

2016: "(Post?)national Portraits from the Postsocialist Soundstage: Three Bulgarian Folkloric Productions of the 2000s," in *Beyond Mosque, Church, and State: Alternative Narratives of the Nation in the Balkans*, eds. Theodora Dragostinova (Budapest: Central European University Press).

Number of Dissertations or Theses Supervised in Past 5 Years: 8

Distinctions: Chancellor's Distinguished Promotion Award (2017)

BUCKLEY, Cynthia

Department/Tenure Status: Professor, Department of Sociology, Appointed: 2012. Tenured.

Education: Ph.D., Sociology, University of Michigan (1991); M.A., Sociology, University of Michigan (1988); M.A., Russian and East European Studies, University of Michigan (1987); B.A., Economics, University of Michigan (1985).

Academic Experience: Program Director, Social Science Research Council (2010-2012); Member, Obama-Medvedev C2C Commission on International Migration (2011-2012); Member, Obama-Medvedev C2C Commission on Higher Education (2010-2012); Associate Professor of Sociology, University of Texas, Austin (1999-2012)

Overseas Experience: Former Soviet Republics, Romania, Hungary, Poland, Afghanistan, China, Mongolia

Foreign Language Competency: Russian 4; Romanian 2; Kazakh 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: GCL 146: The Fundamental Causes of Disease: The HIV/AIDS Pandemic; SOC 270: Global Demography; SOC 196: Introduction of Central Asia; SOC 196: The HIV/AIDS Global and Local Perspectives; SOC 596: Integrating Qualitative and Quantitative Methods; SOC 488: Demographic Methods

Research/Teaching Specializations: Social Demography; Methodology; Global Health; International Migration; Eurasia; Reproductive Health

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2018: "The War in Ukraine is More Devastating than You Know," *The Monkey Cage/Washington Post*. April 9. (Co-author).

2017: "Рождаемость в Таджикистане: рост vs контроль" (Russian) "Baby boom or two kids enough? Tajiks use more contraceptives, but still give more births," (English) *Central Asian Analytical Network*. August 29.

2014: "Methodological Considerations for Multi-language Mixed Methods Assessments," UNDP-Tajikistan Report.

2013: "Fostering Excellence: A Strategic Development Assessment for the Higher School of Economics Faculty of Sociology." World Bank Moscow Report. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: 12

Distinctions: Elected to the Editorial Board of Contemporary Sociology (2018); Noted Contribution, Shota Rustaveli Foundation, Republic of Georgia (2014-present); Consultant, World Bank Assessment of Higher Education in the Russian Federation (2013); Appointed Scientific Mentor, OSI Scholar Development Program (2013); Consultant/Advisor, Central Asia Experts Network CENTRA Technologies/USG (2012-2015)

CELMER, Samantha

Department/Tenure Status: Fellowship & Scholarship Coordinator, Illinois International Programs Business Operations (2006-present)

Education: M.A., Russian, East European, and Eurasian Studies, University of Illinois (2016); B.A., History and Russian & East European Studies, Oberlin College (2013)

Academic Experience: Outreach and Programming Coordinator, Russian, East European, and Eurasian Studies (2015-2016)

Overseas Experience: Russia

Foreign Language Competency: Russian 3

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: n/a

Geographic Specialization: n/a

Recent Publications: n/a

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Foreign Language and Area Studies (2014-2016)

CHESTER, Katrina**Department/Tenure Status:** Grants & Contracts Specialist, International Business Operations**Education:** M.S., Education, Indiana University (1997); B.S., Journalism, University of Illinois (1990)**Academic Experience:** Outreach Coordinator, Russian, East European, and Eurasian Center (2008-2015); Service Learning Coordinator, Western Michigan University (1998-2000); Academic Counselor & Life Skills Coordinator, Michigan State University (1997-1998); Academic Counselor, Indiana University (1995-1997); Assistant Director, Metropolitan Collegiate Conference (1991-1995)**Overseas Experience:** Colombia**Foreign Language Competency:** Russian 1**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** n/a**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:** n/a**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Tuscola, Illinois CUSD #301 Board of Education, (2005-12)**CHUNG, Stephanie****Department/Tenure Status:** Outreach and Programming Coordinator, Russian, East European, and Eurasian Center (2017-Present)**Education:** Ph.D. Candidate, Slavic Languages and Literatures, University of Illinois; M.A., Slavic Languages and Literatures, University of Texas at Austin (2009); B.A., Plan II Honors/Russian, East European, and Eurasian Studies**Academic Experience:** STARTALK Institute Proficiency Based Pedagogy for Teachers of Russian, Middlebury College (2016); Teaching Assistant, Department of Slavic Languages and Literatures (2015-2016); Teaching Assistant, Department of Germanic Languages and Literatures (2014)**Overseas Experience:** n/a**Foreign Language Competency:** Russian 4, Czech 2, French 2, Spanish 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** RUSS 101/102: First Year Russian**Research/Teaching Specializations:** 20th century Russian literature; Soviet literature; women's memoirs; Russian language pedagogy**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:** n/a**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a

CONDILL, Christopher

Department/Tenure Status: Russian, East European & Eurasian Studies Librarian, International & Area Studies Library (2015-present)

Education: MLIS, University of Illinois (2004); B.A., History, Carleton College (1995).

Academic Experience: Lecturer, Graduate School of Library and Information Science, (2012-present); Visiting Slavic Acquisitions Specialist (2011-2015); Interim Manager, Slavic Reference Service (2012- 2013); Central Asian Reference Specialist & Research Associate (2004-2011)

Overseas Experience: Russian Federation; Armenia; Georgia; Azerbaijan; Kazakhstan; Kyrgyzstan; Uzbekistan; Tajikistan; Turkmenistan; Mongolia; China (Tibet and Uyghurstan); India; Turkey

Foreign Language Competency: Russian 4; Armenian 2; Tibetan 2; Georgian 1; Uighur 1; Spanish 1; German 1; Arabic 1; French 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: LIS 530C: Russian, East European & Eurasian Bibliography & Research Methods

Research/Teaching Specializations: Bibliography and research methods in REEES

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2017: The idea of the comprehensive research collection, the Perils of “linguistic impoverishment,” and print publications in the Turkic languages of the north Caucasus, 1806–2017 (Part I). *Slavic and East European Information Resources*.

2017: The Online Media Environment of the North Caucasus: Issues of Preservation and Accessibility in a Zone of Political and Ideological Conflict. *Preservation, Digital Technology and Culture*.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Chair, Executive Committee, Slavic & East European Materials Project (2014-2016)

COOPER, David

Department/Tenure Status: Associate Professor, Slavic Languages and Literatures, Appointed: 2005. Tenured.

Education: Ph.D., Columbia University (2004); M.Phil., Columbia University (2001); M.A., Pennsylvania State University (1996); B.A., Goshen College (1992)

Academic Experience: Director, Russian, East European, and Eurasian Center (2012-2017); Adjunct Assistant Professor (2004-2005); Associate Editor, *Slavic Review* (2004-2005)

Overseas Experience: Slovakia; Ukraine; Russia; Czech Republic

Foreign Language Competency: Russian 5; Czech 5; Slovak 5; Spanish 4; French 3; German 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: CZCH 199: Undergraduate Open Seminar; RUSS 320: Nikolai Gogol; RUSS 511: Russian Literature 1800-1855; RUSS 520: Nikolai Gogol; SLAV 120: Slavic Folklore; SLAV 199: Undergraduate Open Seminar; SLAV 477: Post-Communist Fiction; SLAV 525G: Medieval Epics and Modern Forgeries

Research/Teaching Specializations: Czech language and literature; Russian literature and language; Nationalism in literature; Forgery and authenticity

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2018: “Two Purportedly Medieval Czech Poems.” *Delos: A Journal of Translation and World Literature*.

2012: “The Classical Form of the Nation: The Convergence of Greek and Folk Forms in Czech and Russian Literature in the 1810s.” In *The Voice of the People: Writing the European Folk Revival, 1761-1900*. London: Anthem Press.

2010: *Creating the Nation: Identity and Aesthetics in Early Nineteenth-century Russia and Bohemia*. DeKalb: Northern Illinois University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 15

Distinctions: NCEEER Fellowship (2012); Alumni Discretionary Award for Exceptional Service (2007); Humanities Release Time Award (2012 and 2006)

ENDRES, A. Bryan

Department/Tenure Status: Professor of Food and Agricultural Sciences, Appointed: 2016. Tenured.

Education: J.D., University of Illinois (2000); M.A., Administrative Management, Bowie State University; B.S., Mathematical Economics with Systems Engineering Concentration, United States Military Academy.

Academic Experience: Interim Associate Provost for International Affairs; Interim Director of International Program and Studies; Associate Professor, Appointed: 2003, Agricultural & Consumer Economics.

Overseas Experience: Germany

Foreign Language Competency: n/a

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: ACE 591: Independent Study

Research/Teaching Specializations: Food Law; Agricultural Law; Biotechnology; Biofuels; Intellectual Property; Trade Law & Policy; Organic Food & Agriculture

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2016: Legal Solutions to Wicked Problems in Agriculture: Public-Private Cooperative Weed Management Structures as a Sustainable Approach to Herbicide Resistance. *Texas A&M Law Review*. (Co-author).

2014: Demanding Supply: Re-Envisioning the Landlord/Tenant Relationship for Optimized Perennial Energy Crop Production, *Duke Environmental Law & Policy Forum*. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: 6

Distinctions: Sleeter and Lucille Bull Teaching Enhancement Grant (2009); Karl E. Gardner Teaching Enhancement Grant (2008); Earl M. and Mildred Hughes Teaching Enhancement Award (2007).

FELDMAN, Sara

Department/Tenure Status: Hebrew and Yiddish Lecturer, Program in Jewish Culture and Society (2015-present)

Education: Ph.D., Near Eastern Studies, University of Michigan (2014); M.A., Judaic Studies, University of Michigan (2006); B.A., Literature, Residential College, University of Michigan (2001)

Academic Experience: Postdoctoral Fellow, Frankel Institute for Advanced Judaic Studies, University of Michigan (2014-2015)

Overseas Experience: n/a

Foreign Language Competency: Modern Hebrew 5; Russian 5; Yiddish 5; Spanish 5; French 3; German 2; Biblical Hebrew 1; Aramaic 1

Pedagogy Training: Teaching Language by Design: Maximizing Classroom Interaction, University of Illinois (2017); Workshop on Backward Design Approach, Less Commonly Taught Languages Program, University of Illinois (2016)

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: YDSH 101/102: Beginning Yiddish; YDSH 103/104: Intermediate Yiddish

Research/Teaching Specializations: Prosody; Poetics; Translation; Dialogues between Yiddish and Russian languages; Pushkin

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2015: "Jewish Simulations of Russian Stylization of Folk Poetry." *Slavic and East European Journal*. 59.2: 229-245.

2014: "In the Russian Translation Zone, Comprehensibility Coexists with Foreignization." *Baltic Worlds*. VII. 2-3: 87-88.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Michael S. Bernstein Dissertation Award, University of Michigan (2016); Research Travel Grant, Frankel Center for Judaic Studies, University of Michigan (2012); Mellon Summer Dissertation Seminar Fellowship, University of Michigan (2011)

FINKE, Michael C.

Department/Tenure Status: Professor, Slavic Languages and Literatures. Appointed: 2006. Tenured.

Education: Ph.D., Indiana University (1989); M.A., Slavic Languages and Literatures, Indiana University; A.B., Russian, Cornell University.

Academic Experience: Associate Professor, Washington University (2004-2006); Associate Professor, Washington University (1995-2004).

Overseas Experience: Russia; Japan

Foreign Language Competency: Russian 4; Italian 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: RUSS 220: 19th Century Russian Literature Survey; RUSS 225: Russian Literature Since 1917; RUSS 325: Chekhov; RUSS 470: Russian Advanced Studies; RUSS 520: Russian Writers

Research/Teaching Specializations: 19th century Russian literature.

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2014: "Repetition and Pil'niak's Poetics of Trauma: 'Moist Mother Earth' ['Мать сыра земля']." *Filologicheskie nauki* 3, p. 89-101.

2010: "The Agit-Flights of Viktor Shklovsky and Boris Pilnyak," *From the Other Shore: Russian and East European Culture, Past and Present*, vol. 1

2005: *Seeing Chekhov: Life and Art*. Ithaca Cornell University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 3

Distinctions: Alumni Discretionary Award, College of Liberal Arts and Sciences

FOUKE, Bruce W.

Department/Tenure Status: Director, Roy J. Carver Biotechnology Center, Carl R. Woese Institute for Genomic Biology, University of Illinois Urbana-Champaign (2012-present); Professor, First Appointed: 1997, Department of Geology, Tenured; Professor, Biocomplexity, Carl R. Woese Institute for Genomic Biology, University of Illinois, (2005-present).

Education: Ph.D., State University of New York at Stony Brook (1993); M.Sc., Geology (Paleobiology), University of Chicago; M.Sc., Geology (Sedimentology), University of Iowa; B.Sc., Geology, Bradley University.

Academic Experience: Assistant Professor, University of Illinois Urbana-Champaign (1997-2003); NRC Postdoctoral Research Fellow, NASA Ames Research Center (1996-1997).

Overseas Experience: n/a

Foreign Language Competency: Dutch 3; Russian 1

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Carbonate sedimentology, geology & environmental change in Russia & Ukraine

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2015: Travertine-based estimates of the amount of water supplied by ancient Rome's Anio Novus aqueduct. *Journal of Archaeological Science* Vol. 3:1-10. (Co-author).

2014: "Fe-oxide grain coatings support bacterial Fe-reducing metabolisms in 1.7-2.0 km-deep subsurface quartz arenite sandstone reservoirs of the Illinois Basin" (USA), *Frontiers in Microbiology* Vol 5, Article 511:1-16. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: 10

Distinctions: American Association of Petroleum Geologists (AAPG) Distinguished Lecturer, North America Region (2015); American Association of Petroleum Geologists (AAPG) Roy M. Huffington Distinguished Lecturer, Asia - Pacific Region, (2014)

FRITZSCHE, Peter A.**Department/Tenure Status:** Professor, First Appointed: 1987, History, Tenured.**Education:** Ph.D., University of California, Berkeley (1986); B.A., History, University of Pennsylvania.**Academic Experience:** Chair (2000-2005); Associate Professor (1991-1995); Assistant Professor (1987-1991).**Overseas Experience:** Germany**Foreign Language Competency:** German 5; French 3**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** HIST 112: Western Civilization since 1660; HIST 142: Western Civ Since 1660; HIST 212: Fate of the Twentieth Century; HIST 252: The Holocaust; HIST 313: History of Europe, 1914-1945; HIST 314: History of Europe, 1945-1989; HIST 478: Historiography of Modern Europe; HIST 498: Research and Writing Seminar; HIST 502: Prob in Comparative History; HIST 596: Individual Research Project**Research/Teaching Specializations:** Germany, Modernism, Memory**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2008: *Life and Death in the Third Reich*, Belknap/Harvard.2007: *Friedrich Nietzsche and the Death of God*, Bedford/St. Martins.2004: *Stranded in the Present: Modern Time and the Melancholy of History*, Harvard.1998: *Germans into Nazis*, Harvard.**Number of Dissertations or Theses Supervised in Past 5 Years:** 9**Distinctions:** Cundill International Prize in History, Recognition of Excellence (2008); Center for Advanced Study, University of Illinois (1989-1990, 2005-2006); Carnegie Initiative on the Doctorate (2003-2006) National Endowment for the Humanities (1995-1996, 2001-2002); John Simon Guggenheim Memorial Fellowship, (1999-2000)**GASYNA, George Zbigniew****Department/Tenure Status:** Associate Professor, First Appointed: 2006. Slavic Languages and Literatures. Tenured.**Education:** Ph.D., University of Toronto (2005); M.A., Russian and Slavic Studies, McGill University; B.A., Russian and Slavic Studies, McGill University.**Academic Experience:** Co-Director of Undergraduate Studies**Overseas Experience:** Poland, Canada, England**Foreign Language Competency:** Polish 5; French 4; Russian 3**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** POL 115: Intro to Polish Culture; POL 302: Third-Year Polish II; POL 446: Problems in Polish Literature: Émigrés and Exiles, 1791-1991; SLAV 452: Polish and Czech Avant-Gardes**Research/Teaching Specializations:** Polish literature; Heritage, migration, diaspora studies; travel writing; Joseph Conrad – life and works; Continental modernism and postmodernism; structuralism and poststructuralist literary theory; Minority cultures; Jewish-Polish relations**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2016: *Joseph Conrad's Polish Soul: Realms of Memory and Self*. (Conrad: Eastern and Western Perspectives Project; Vol XXV). New York Columbia University Press.2011: *Polish, Hybrid, and Otherwise: Exilic Discourse in Joseph Conrad and Witold Combrowicz*. New York & London: Continuum.**Number of Dissertations or Theses Supervised in Past 5 Years:** 2**Distinctions:** IPRH Fellow (2017-2018)

GILLE, Zsuzsa

Department/Tenure Status: Professor, First Appointed: 1999, Sociology, Tenured.

Education: Ph.D., University of California, Santa Cruz (1999); M.A., Sociology, University of California, Santa Cruz; B.A., Sociology and Economics, Budapest University of Economics

Academic Experience: Associate Professor, Department of Sociology (2013-2014); Acting Director, European Union Center (2007-2008; 1999-2006); Affiliate Faculty, REEEC (1999-Present); Affiliate Faculty, European Union Center (2003-Present)

Overseas Experience: Hungary, Czech Republic

Foreign Language Competency: Hungarian 5; Spanish 3; Russian 2

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: SOC 366: Postsocialism Eastern Europe; SOC 522: Recent Developments in the Study of Postsocialism

Research/Teaching Specializations: Environment, Food policies, Global inequalities, Globalization, European identity, Europeanization, Cultural studies, Transnational studies

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2017: "From Comparison to Relationality: Introduction to the Debate Cluster on the Eastern European Response to the 2015 Migration Crisis." *Slavic Review*.

2016: *Paprika, Foie Gras, and Red Mud: The Politics of Materiality in the European Union*. Indiana University Press.

2013: "From Risk to Waste: Global Food Waste Regimes." *The Sociological Review Monograph Series*.

2011: "The Hungarian Foie Gras Boycott: Struggles for Moral Sovereignty in Postsocialist Europe." *Eastern European Politics and Societies*. 25: 114-128.

Number of Dissertations or Theses Supervised in Past 5 Years: 16

Distinctions: Mellon Fellowship (2015-2016)

GREENBERG, Jessica A.

Department/Tenure Status: Associate Professor, First Appointed: 2012, Tenured.

Education: Ph.D., Anthropology, University of Chicago (2007); M.A., Anthropology, University of Chicago (2002); B.A., Women's and Gender Studies, Columbia University (1997).

Academic Experience: Assistant Professor, Communication Studies, Northwestern University (2008-2012); Academy Scholar, Harvard Academy for International and Area Studies (2007-2008).

Overseas Experience: Serbia, Bosnia, Croatia

Foreign Language Competency: Serbian 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Democracy; Revolution; Political communication; Postsocialism; Youth and student activism; Serbia/Yugoslavia; Europe

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2014: *After the Revolution: Youth, Democracy and the Politics of Disappointment in Serbia*. Palo Alto: Stanford University Press

2010: "On the Road to Normal: Negotiating Agency and State Sovereignty in Postsocialist Serbia." *American Anthropologist*.

Number of Dissertations or Theses Supervised in Past 5 Years: 3

Distinctions: Academy Scholar, Harvard Academy for International and Area Studies (2007); Chicago Center for Contemporary Theory Pre-doctoral Fellowship (2006); American Council of Learned Societies (2004), Dissertation Fellowship (2004); Fulbright-Hays Dissertation Research Fellowship (2003).

HENSHAW, Florencia**Department/Tenure Status:** Director of Advanced Spanish, Department of Spanish and Portuguese (2013-present)**Education:** Ph.D., Spanish Linguistics, University of Illinois (2013); M.A., Spanish Linguistics, University of Illinois (2008); B.A., Spanish, California State University San Marcos (2005)**Academic Experience:** Director, Center for Language Instruction and Coordination (2017-Present); Chair, Executive Committee for the Center of Language Instruction and Coordination (2017-Present); Online Course Development Project Leader (2013-Present); Course Coordinator of Spanish 103 (2011-2013)**Overseas Experience:** n/a**Foreign Language Competency:** Spanish 5**Pedagogy Training:** Certified ACTFL Assessment of Performance toward Proficiency in Languages Rater (2018); Computer Assisted Language Instruction Consortium Conference (2018); ACTFL Oral Proficiency Interview (OPI) Tester, Full Certification in Spanish (2017); Heritage Language Research Institute (2017)**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Task-based interaction; Computer-Assisted Language Learning; Corrective feedback; Second language writing; Heritage language learners; Teacher training**Geographic Specialization:** n/a**Recent Publications:**2016: Technology-Enhanced Heritage Language Instruction: Best Tools and Best Practices. In S. Beaudrie and M. Fairclough (Eds.), *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom* (pp. 237-253). Washington, D.C.: Georgetown University Press.2015: Learning Outcomes of L2-Heritage Learner Interaction: the Proof is in the Posttests. *Heritage Language Journal*, 12.3: 245-270.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Excellence in Language Instruction Award, University of Illinois (2018); Provost's Faculty Retreat Grant for Course and Program enhancement, University of Illinois (2015)**HITCHINS, Keith****Department/Tenure Status:** Professor, First Appointed: 1969, History, Tenured.**Education:** Ph.D., Harvard University (1964); M.A., Harvard University; B.A., Union College.**Academic Experience:** Professor, University of Illinois, (1969-present); Associate Professor, University of Illinois, (1967-1969); Assistant Professor, Rice University, (1965-1967); Assistant Professor, Wake Forest University, (1958-1965)**Overseas Experience:** Romania; Central Asia; Azerbaijan; Hungary; Yugoslavia**Foreign Language Competency:** German 4; Romanian 4; Hungarian 4; Russian 4; French 4; Azeri 3; Uzbek 3; Tajik 3; Kazakh 3; Serbo-Croatian 3; Bulgarian 3; Turkish 3; Slovak 3; Italian 3; Kurdish 3; Greek 2; Albanian 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** HIST 466: Southeastern Europe; HIST 467: Eastern Europe; HIST 498: Research and Writing Seminar; HIST 551: Problems in European History Since 1789; HIST 596: Individual Research Project**Research/Teaching Specializations:** Romania; Southeastern Europe; Tajikistan; the Kurds; Nationalism**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:**2016: "Romania's Role in the First World War," in *Quaderni della Casa Romena di Venezia*, XI, Bucarest.2015: "The Emergence of Soviet Tajik Literature, 1920s and 1930s," in *Istoria ca datorie*. Omagiu academicianul Ioan-Aurel Pop. Ioan Bolovan and Ovidiu Ghitta, eds. (Cluj-Napoca).2014: *A Concise History of Romania* (Cambridge: Cambridge University Press).**Number of Dissertations or Theses Supervised in Past 5 Years:** 10**Distinctions:** Pentru Merit în grad de Mare Ofițer, conferred by the President of Romania, (2016);

HOCK, Hans Heinrich**Department/Tenure Status:** Professor Emeritus, First Appointed: 1967, Linguistics, Tenured.**Education:** Ph.D., Yale University (1971); M.A., Linguistics, Northwestern University (1964)**Academic Experience:** Instructor of German, Tuskegee Institute (1964)**Overseas Experience:** Germany; India**Foreign Language Competency:** German 5; Sanskrit 4; Hindi 3; French 2; Italian 2; Spanish 2; Finnish 1; Lithuanian 1; Old Church Slavonic 1; Norwegian 1; Danish 1; Swedish 1**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** LING 404: Tutorials in Non-Western Languages**Research/Teaching Specializations:** General and Indo-European historical linguistics; Germanic linguistics; and synchronic and diachronic linguistics of Sanskrit, from the Vedas to the present**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:**2015: Prosody and dialectology of tonal shifts in Lithuanian and their implications. *Contemporary approaches to Baltic linguistics*.2014: Some notes on Indo-European double direct-object constructions. *Historische Sprachforschung*.2009: *Language history, language change, and language relationship: An introduction to historical and comparative linguistics, 2nd ed.* Berlin: Mouton de Gruyter,**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Elected Fellow of the Linguistic Society of America (2013)**HOFFMAN, Valerie J.****Department/Tenure Status:** Professor, Appointed: 2011, Religion, Tenured**Education:** Ph.D., Arabic and Islamic Studies, University of Chicago (1986); M.A., Near Eastern Languages and Civilizations, University of Chicago (1979); B.A., Anthropology, University of Pennsylvania (1975)**Academic Experience:** Director of the Center for South Asian and Middle Eastern Studies (2011-present)**Overseas Experience:** Algeria; Egypt; Jordan; Kenya; Morocco; Oman; Syria; Tanzania; Tunisia; United Arab Emirates; Yemen; Iran**Foreign Language Competency:** Arabic 3; French 3; German 2; Persian 2; Swahili 2**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** RLST 214: Introduction to Islam; RLST 408: Islam and Modern Society; RLST 494: Topics in Religious Thought; RLST 496: Topics in History of Judaism; RLST 481, Muslim Ethics in the Global Age**Research/Teaching Specializations:** Islamic thought and practice, Women in Muslim societies, Islam and politics, Human rights in the Muslim world**Geographic Specialization:** Russia: ☐ Eastern Europe: ☐ Central Asia: ☒**Recent Publications:**2015: "Ibadism: History, Doctrines and Recent Scholarship," *Religion Compass* 9, 9: 297-307.2012: *The Essentials of Ibadi Islam*. Syracuse, NY: Syracuse University Press.2010: "Islam, Human Rights and Interfaith Relations: Some Contemporary Egyptian Perspectives," *Journal of Political Theology* 11, 5: 690-716.**Number of Dissertations or Theses Supervised in Past 5 Years:** 1**Distinctions:** Carnegie Scholarship (2009-2010); Alumni Discretionary Award, University of Illinois (2008); Course Development Award, Center for African Studies, University of Illinois (2007)

HUG, Barbara

Department/Tenure Status: Teaching Associate Professor, Department of Curriculum and Instruction, First Appointed: 2008

Education: Ph.D., Developmental Biology and Genetics, University of Utah (1998); B.S., Biology, University of Cincinnati (1989); B.A., History (Honors), University of Cincinnati (1989)

Academic Experience: Teaching Associate Professor, Department of Curriculum and Instruction, (2017-current); Clinical Associate Professor, Department of Curriculum and Instruction (2013-2017); Clinical Assistant Professor, Department of Curriculum and Instruction (2008-2013); Assistant Professor, Department of Curriculum and Instruction (2002-2008); Research Scientist, Center for Highly Interactive Computing in Education, University of Michigan, Ann Arbor (2001-2002)

Overseas Experience: n/a

Foreign Language Competency: n/a

Percentage of Time Devoted to REEE Studies: n/a

Area Courses Taught: CI 450: Teaching Elementary Science I; CI 451: Teaching Elementary Science II; CI 448: Teaching Elementary Social Studies; CI 467: Principles of Teaching Literature to Children and Youth; CI 452: Social Studies as Action and Inquiry

Research/Teaching Specializations: Education; Professional Development; Teacher Training; Curriculum Development

Geographic Specialization: n/a

Recent Publications:

2017: Implementation of a Curriculum-Integrated Computer Game for Introducing Scientific Argumentation. *Journal of Science Education and Technology*, 1-12. (Co-author).

2016: Affordances and Constraints of a Blended Course in a Teacher Professional Development Program. *Journal of Educational Multimedia and Hypermedia*, 25(4): 323-341. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: 4

Distinctions: University of Illinois Campus Excellence in Undergraduate Teaching Award (2011).

HUMMEL, Sarah

Department/Tenure Status: Department of Political Science, Assistant Professor, First Appointed: 2014

Education: Ph.D., Politics, Princeton University (2014); M.A., Politics, Princeton University (2009); B.A., Political Science, Yale University (2006)

Academic Experience: Visiting Scholar, University of Pittsburgh (2013-2014)

Overseas Experience: Kyrgyzstan, Tajikistan, Uzbekistan

Foreign Language Competency: Russian 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: PS 397: Authoritarian Regimes; PS 549: Authoritarianism

Research/Teaching Specializations: Internal and external politics of authoritarian countries in post-Soviet Central Asia

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☒

Recent Publications:

2017: "Relative Water Scarcity and Country Relations along Cross-Boundary Rivers: Evidence from the Aral Sea Basin." *International Studies Quarterly*.

2014: "Domestic Uncertainty and Flexible Policy Formation in Authoritarian Regimes," *APSA-Comparative Politics Newsletter*, 24(1):8-10

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Clarence A. Berdahl Award for Excellence in Undergraduate Teaching (2014-2015)

IONIN, Tania**Department/Tenure Status:** Associate Professor, Appointed: 2012, Linguistics, Tenured**Education:** Ph.D., Cognitive Science, Massachusetts Institute of Technology (2003); B.A., Linguistics & Psychology, University of Michigan, Ann Arbor (1998)**Academic Experience:** Director of Graduate Studies, Department of Linguistics (2013-present); Language Coordinator of Russian Language Courses, Department of Slavic Languages and Literatures (2012); Assistant Professor (tenure-track), Department of Linguistics (2008-2012)**Overseas Experience:** Russia, South Korea, Brazil, Taiwan**Foreign Language Competency:** Russian 5**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Linguistics (second language acquisition, psycholinguistics)**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2016: "The one kitten who was stroked by every girl: revisiting scope and scrambling in Russian". In *A Pesky Set: Papers for David Pesetsky*, MIT Working Papers in Linguistics. (Co-author).2015: "The effect of prosody on availability of inverse scope in Russian." In *Formal Approaches to Slavic Linguistics #23: The Berkeley Meeting*. Ann Arbor, MI: Michigan Slavic Publications. (Co-author).**Number of Dissertations or Theses Supervised in Past 5 Years:** 6**Distinctions:** Conrad Humanities Scholar (2013-2018); Helen Corley Petit Scholar (2012-2013)**IVASHKIV, Roman****Department/Tenure Status:** Lecturer, Slavic Languages and Literatures, Appointed: 2015**Education:** Ph.D., Slavic Languages & Literatures, University of Alberta (2015); M.A., Russian & Comparative Literature, Pennsylvania State University (2006); M.A., Translation, Interpretation, & ESL, Ivan Franko National University of Lviv (2003); B.A., Translation, Interpretation, & ESL, Ivan Franko National University of Lviv (2002)**Academic Experience:** Language Program Coordinator, Slavic Languages and Literatures (2015-present); Director, Ukrainian Studies Program (2015-present)**Overseas Experience:** Ukraine**Foreign Language Competency:** Ukrainian 5; Russian 5; German 3; Polish 3; Latin 1; Old Church Slavonic 1**Pedagogy Training:** LCTL Workshop, University of Chicago (2017); OPI Workshop, University of Chicago (2016); ACTFL Modified OPI Workshop, University of Illinois (2016)**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** TRST 501: Applied Literary Translation; RUSS 501/502: Russian for Graduate Students; UKR 101/201: Beginner and Intermediate Ukrainian; SLAV 591: Slavic Languages Pedagogy Seminar; UKR 113: Ukrainian Culture**Research/Teaching Specializations:** Translation Studies, Contemporary Slavic, American, and Canadian Literatures, Bilingualism/Multilingualism, English as a Second Language and Second Language Acquisition**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**

2017: "Transmesism in Viktor Pelevin's Generation "IP" and Andrew Bromfield's English Translation."

Translingualism and Transculturality in Russian Contexts of Translation, special issue of *Translation Studies*.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Scholars Travel Fund Award, European Society for Translation Studies Conference (2016)

KAGANOVSKY, Lilya

Department/Tenure Status: Professor, Slavic Languages and Literatures, Comparative Literature, and Media and Cinema Studies, First Appointed: 2001, Tenured.

Education: Ph.D., Comparative Literature, University of California, Berkeley (2000); M.A., Slavic Languages and Literature, Columbia University (1994); B.A., Literature, University of California, Santa Cruz (1992)

Academic Experience: Director, Comparative & World Literature (2013-2018); Associate Professor of Slavic, Comparative Literature, and Media and Cinema Studies (2008-2017)

Overseas Experience: Russia

Foreign Language Competency: Russian 5; French 4; German 3; Latin 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: CINE 504: Theories of Cinema; RUSS 219: Russian Cinema Survey; RUSS 535: Nabokov; SLAV 199: Undergraduate Open Seminar; SLAV 576: Methods in Slavic Grad Study; SLAV 525: Technologies of the Russian Avant-Garde

Research/Teaching Specializations: Film Theory, Film Historiography, Modern Critical Theory, Studies in the Novel, 19th and 20th Century Russian Literature, Russian and Soviet Film, Nabokov, Gender Studies

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2018: *The Voice of Technology: Soviet Cinema's Transition to Sound, 1928-1935* (Indiana University Press).

2016: "The Negative Space in the National Imagination: Russia and the Arctic," in *Arctic Modernities, Environmental Politics, and the Era of the Anthropocene* (Palgrave Studies in Environmental History).

2008: *How the Soviet Man Was Unmade* (University of Pittsburgh Press).

Number of Dissertations or Theses Supervised in Past 5 Years: 15

Distinctions: Campus Distinguished Promotion Award, University of Illinois (2017); Visiting Fellow, University of Oxford (2016); Centennial Scholar, University of Illinois (2013-2016); Senior Research Fellow, University of Illinois (2012-2014)

KATSIKAS, Stefanos

Department/Tenure Status: Director, Modern Greek Studies, First Appointed: 2012

Education: Ph.D., Social Science, University College London (2006); M.A., Southeastern European Studies, University College London (2000); B.A., History, Ionian University (1998)

Academic Experience: Lecturer, Modern Greek, Department of Linguistics (2012-2015); Lecturer, Department of History, Goldsmiths College, University of London (2011-2012)

Overseas Experience: Bulgaria, Greece

Foreign Language Competency: Modern Greek 5; Bulgarian 5; English 5; French 4; Ancient Greek 4; Latin 4; Turkish 2

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Modern and Contemporary History of Modern Greece and Southeastern Europe (18th century-present); Reconciliation and Transitional Justice in Greece

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2014: "Transitional Justice after the Collapse of Dictatorship in Greece (1974-2000)" in *Transitional Justice and Memory in Europe (1945-2013)* (Cambridge: Intersentia).

2011: *Negotiating Diplomacy in the New Europe: Foreign Policy in Post-Communist Bulgaria* (London, New York, I.B Tauris/Macmillan (Academic Studies Series: Library of European Studies).

2010: *Bulgaria and Europe: Shifting Identities*, Anthem Series on Russian, East European and Eurasian Studies (London-New York-New Delhi: Anthem Press)

Number of Dissertations or Theses Supervised in Past 5 Years: 3

Distinctions: Scouloudi Publication Award, University of London (2011)

KOENKER, Diane P

Department/Tenure Status: Head of Department, University College London School of Slavonic and East European Studies (2018); Emerita Professor, Appointed: 1983, History, Tenured.

Education: Ph.D., History, University of Michigan (1976); M.A., Comparative Studies in History, University of Michigan (1971); B.A., History, Grinnell College (1969)

Academic Experience: Chair, Department of History, University of Illinois (2011-2015); Director of Graduate Studies, Department of History, University of Illinois (2008-2010); Editor, *Slavic Review* (1996-2006).

Overseas Experience: Russia; Germany; Finland; United Kingdom; Australia; UK

Foreign Language Competency: Russian 4; French 3; German 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: HIST 450: European Working Class History; HIST 462: Soviet Union Since 1917; HIST 502: Problems in Comparative History; 260: Survey of Russian History

Research/Teaching Specializations: Twentieth-Century Russian and Soviet Social History; Comparative Working-Class History; Consumer Societies and Everyday Life; Leisure and Tourism; The 1960s

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2017: "Talkin' about Class Formation," *Kritika: Explorations in Russian and Eurasian History*.

2014: "Sochi in the Russian Imagination: Dreaming of Health and Greatness, from Stalin to Putin," *Foreign Affairs*.

2013: *Club Red: Vacation Travel and the Soviet Dream*, Ithaca, Cornell University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 18

Distinctions: Outstanding Achievement Award, Association for Women in Slavic Studies (2014); President, Association for Slavic, East European, and Eurasian Studies (2013)

KUCHINKE, K Peter

Department/Tenure Status: Department/Tenure Status: Professor, Appointed: 2011, Education Policy, Organization and Leadership, Tenured.

Education: Ph.D., Education, University of Minnesota (1997); M.A., Education, University of California, Los Angeles (1985); B.A., Liberal Arts, Antioch University (1984).

Academic Experience: Associate Professor, Department of Human Resource Education (2003-2011); Director of Graduate Programs, Department of Human Resource Education (2009)

Overseas Experience: Germany, United Kingdom, Poland

Foreign Language Competency: German 5

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: HRE 536: International Human Resource Development

Research/Teaching Specializations: Workforce Education

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2017: Higher education leadership development in Indonesia. In K. Dirani and A. Ardichvili (Eds.). *Leadership development in emerging economies*. New York: Palgrave

Number of Dissertations or Theses Supervised in Past 5 Years: 6

Distinctions: Faculty Fellow, Illinois Leadership Center (2016-2017); Distinguished Senior Scholar, College of Education (2016); PromoDoc Ambassador, European Union Commission on Higher Education (2011-2014)

LEFF, Carol Skalnik

Department/Tenure Status: Associate Professor, First Appointed: 1986, Political Science, Tenured.

Education: Ph.D., Government, Harvard University (1979); M.A., Government, Harvard University (1971); B.A., Government, Oberlin College (1969)

Academic Experience: Acting Director, Russian, East European, and Eurasian Center (2000-2001); Assistant Professor, Political Science (1993-1999); Visiting Assistant Professor, Political Science (1989-1993)

Overseas Experience: Czech Republic; Bulgaria; England; Germany; Hungary; Serbia

Foreign Language Competency: Czech 4; Russian 4; Slovak 3; French 2; German 2

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: PS 240: Intro to Comparative Politics; PS 351: Government & Politics of Post-Soviet States; PS 549: Topics in Comparative Politics; PS 590: Research in Selected Topics; REES 390: Individual Study or Research; REES 493: Honors Senior Thesis; REES 590: Individual Study or Research; REES 599: Thesis Research

Research/Teaching Specializations: East European politics (Czech Republic and Slovakia); Soviet and post-Soviet politics; Comparative politics (nationalism and democratization)

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2017: "The Ethnic Politics of Hungarian Minorities in Serbia, Romania and Slovakia, 2015" *Yearbook of European Minority Issues*, Volume 14. (Co-author).

2016: "Czech Politics of Independence, Response," in *The Czech and Slovak Republics: Twenty Years of Independence, 1993-2013*, M. Mark Stolarik, ed. Budapest: Central European Press, 155-176.

1997: *The Czech and Slovak Republics: Nation vs. State*. Boulder CO: Westview Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 3

Distinctions: William Prokasy Award for Excellence in Undergraduate Teaching in College of Liberal Arts and Sciences (1998); Clarence Berdahl Award for Excellence in Undergraduate Teaching in Political Science (1994)

LENKART, Joseph James

Department/Tenure Status: International Reference Librarian & Manager, Slavic Reference Service, International & Area Studies Library, University of Illinois at Urbana-Champaign (2014-present)

Education: M.S., Library and Information Science, University of Illinois (2008); M.A., Russian, East European, Eurasian Studies, University of Illinois (2005); B.A., History, Hope College (2000)

Academic Experience: Interim Manager, Slavic Reference Service, International and Area Studies Library, University of Illinois (2013-2014); Research Associate/Reference Specialist, Slavic Reference Service, University of Illinois (2009-2013)

Overseas Experience: Russia

Foreign Language Competency: Tamil 5; Russian 4; Turkish 3; Hebrew 3; Persian 3; Classical Mongolian 1

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Russian, East European, and Eurasian bibliography and research methods

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☒

Recent Publications:

2017: Russian Revolutions in Print: The Fate of the Ethnic Press. *Slavic Review*, 76(3): 655-663.

2016: Current Trends in Research Resources from Russia, Eastern Europe, and Eurasia: Implications for Reference Services and Resource Sharing. *Slavic & East European Information Resources*, 17(4): 215-225.

2015: Curating and Accessing Off-Site Special Collections: Area Studies Materials and High Density Storage. *Collection Management*, 40(4), 207-218. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Outstanding Academic Professional's Award, University of Illinois Library System (2013)

LOUGH, Benjamin

Department/Tenure Status: Associate Professor, School of Social Work, Appointed: 2016, Tenure Track

Education: Ph.D., Social Work, Washington University in St. Louis (2010); Master of Social Work, Brigham Young University (2003); B.S., Sociology, Brigham Young University (2000)

Academic Experience: Director of the Masters of Social Work Program: School of Social Work, University of Illinois (2016-present); Senior Research Associate: Centre for Social Development in Africa, Faculty of Humanities, University of Johannesburg (2013-present); Assistant Professor: School of Social Work, University of Illinois (2011-2016)

Overseas Experience: China, Russia, Germany, American Samoa, Guatemala, Armenia, Georgia, Ukraine

Foreign Language Competency: Russian 4

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☒ 25-50% ☐ 25% or Less

Area Courses Taught: SOCW 325: International Development with Grassroots Organizations

Research/Teaching Specializations: Macro Practice and International Social Work

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2016: *Global partners for sustainable development: The added value of Singapore International Foundation Volunteers*. Singapore: Singapore International Foundation.

2014: *Complementary contributions of international volunteers to development*. *Voluntaris: Journal of Volunteer Services*, 2(2), 8-37.

2003: Rise and demise of Ukrainian orphanages. *European Journal of Social Work*, 6(1), 49-63. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Principal Investigator. *State of the World's Volunteerism Report: The Role of Volunteerism in Building Resilience in a Turbulent World*. United Nations Development Programme, Bonn (2017); Principal Investigator, *Survival of Public Orphanages in Post-Socialist Ukraine*. Office for Research and Creative Activities Research, Brigham Young University (1999).

MAGGS, Peter B

Department/Tenure Status: Professor of Law and Clifford M. and Bette A. Carney Chair Emeritus (2014-present).

Education: J.D., Harvard University (1961); B.A., Harvard University (1957)

Academic Experience: Peer & Sarah Pedersen Professor of Law, (1998-2002); Professor of Law, Clifford M. and Bette A. Carney Chair in Law (2002-2014); Assistant Professor (1964-1967); Associate Professor (1967-1969)

Overseas Experience: Armenia; Brazil; Kazakhstan; Kyrgyzstan; Moldova; Russia; Serbia; Tajikistan

Foreign Language Competency: Russian 5; Portuguese 5; Romanian 5; Swedish 5; English 5; French 4; Italian 4; Spanish 3; German 3; Norwegian 2; Latin 2; Classic Arabic 2; Danish 2; Serbo-Croatian 2; Bulgarian 2

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Aiding in drafting and implementation of market-oriented legislation in former USSR; teaching, research, and publications on Russian law and intellectual property.

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2017: Translator and editor (with co-translator and co-editor Alexei Zhilstov), *Civil Code of the Russian Federation as Amended through February 7, 2017*.

2014: "К вопросу о правовой охране ноу-хау по российскому законодательству." [Regarding Legal Protection of Knowhow in Russian Legislation]. *Труды по интеллектуальной собственности [Works on intellectual property]*. Vol. XVII, No. 2, pp. 102-117.

2011: "Islamic Banking in Kazakhstan Law," *Review of Central and East European Law*.

Number of Dissertations or Theses Supervised in Past 5 Years: 1

Distinctions: Fulbright Distinguished Chair, University of Trento, Italy (2002); Fulbright Senior Scholar, University of Malaya, Petaling Jaya, Malaysia (2001)

MASLOVA, Olga**Department/Tenure Status:** Associate Professor, Costume Design, First Appointed: 2015**Education:** M.F.A., Costume and Scenic Design for Theatre and Film, New York University Tisch School of the Arts (1999); M.F.A., Dramaturgy, State University of New York at Stony Brook (1996); B.F.A., Directing, Kharkov State Academy of Culture, Ukraine (1990)**Academic Experience:** Member, Executive Committee, Russian, East European, and Eurasian Center (2016)**Overseas Experience:** Ukraine, Russia**Foreign Language Competency:** Russian 5**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Costume Design**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2017: *Black Square*, an opera in 2 acts. Libretto. (Director/Playwright).2016: Costume Design for *Boris Godunov* New Opera NYC, Cowell Theatre Fort Mason Center, San Francisco.2013: Set and Costume Design for *Aleko*, Commonwealth Lyric Opera, Makor Cultural Center, Boston.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Nomination for the Best Costume Design for an Opera Critic's Choice Award, for *Golden Cockerel*, OPERNWELT magazine, Germany (2017); Opera Mozart and Salieri, Commonwealth Lyric Opera Company, First Place in Professional Division, USA National Opera Competition for Costume and Set Design (2014).**MCCABE, Linda****Department/Tenure Status:** Office Manager, Russian, East European, and Eurasian Center (2018-present)**Education:** M.A., Political Science, University of Notre Dame (2006); B.A., International Studies, University of South Carolina (2000)**Academic Experience:** Office Support Specialist, Russian, East European, and Eurasian Center (2014-2018) ;
Office Support Specialist, Department of American Indian Studies (2012-2014)**Overseas Experience:** n/a**Foreign Language Competency:** n/a**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** International Relations; Security Studies; U.S. Relations with Russia, Eastern Europe, and Eurasia**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☒**Recent Publications:** n/a**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a

MEHTA, Rini

Department/Tenure Status: Assistant Professor, Comparative and World Literature, First Appointed: 2008

Education: Ph.D., Comparative Literature, University of Illinois (2005); M.A., Comparative Literature, University of Massachusetts at Amherst (1996); M.A./B.A., Comparative Literature, Jadavpur University, Calcutta, India (1992)

Academic Experience: Visiting Assistant Professor, Comparative and World Literature (2008-2012); Undergraduate Advisor, Comparative and World Literature (2008-present); Postdoctoral Research Associate, Comparative and World Literature (2006-2008)

Overseas Experience: India

Foreign Language Competency: Bengali 5; Hindi 5; Sanskrit 2; French 2

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: CWL/MACS 207: Indian Cinema in Context

Research/Teaching Specializations: Nationalism and Religion, British Colonization of India, Colonial Modernities, Postcolonial and Post-global India, Indian Cinema and Media

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☒

Recent Publications:

2014: *The Indian partition in literature and films: History, politics, and aesthetics*. London ; New York: Routledge, Taylor & Francis Group. (Co-editor).

2012: "In the Shadow of the Nations: Dissent as Discourse in Rabindranath Tagore's Political Writings, 1914-41," *South Asia*, Routledge UK.

2010: *Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora*. UK: Anthem.

Number of Dissertations or Theses Supervised in Past 5 Years: 5

Distinctions: Curricular Development Grant for Global Cinema, School of Literatures, Cultures, and Linguistics, University of Illinois (2013)

MURAV, Harriet Lisa

Department/Tenure Status: Professor, Appointed: 2002, Slavic Languages and Literatures, Tenured.

Education: Ph.D., Comparative Literature, Stanford University (1985); M.A., General Studies in the Humanities, University of Chicago (1977); B.A., General Studies in the Humanities, University of Chicago (1976)

Academic Experience: Editor, *Slavic Review* (2013-present); Professor, University of California (1998-2002); Associate Professor, University of California (1992-1998); Assistant Professor, University of California (1986-1992)

Overseas Experience: Russia. Lithuania, Ukraine

Foreign Language Competency: Russian 5; Yiddish 3

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: RUSS 199: Undergraduate Open Seminar; RUSS 261: Intro Russian-Jewish Culture; RUSS 290: Readings in Russian; SLAV 199: Undergraduate Open Seminar; YDSH 220: Jewish Storytelling

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2017: *Judgment*, by David Bergelson, translated from the Yiddish by Harriet Murav and Sasha Senderovich, Northwestern University Press.

2016: "Dostoevsky, Jews, and Race"; In *Dostoevsky in Context*. Oxford University Press.

2014: *Soviet Jews in World War II: Fighting, Witnessing, Remembering* (Borderlines: Russian and East European-Jewish Studies). Academic Studies Press. (Co-editor)

2011: *Music From a Speeding Train: Jewish Literature in Post-Revolution Russia*. Stanford University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 20

Distinctions: Fellowship, Center for Advanced Studies, University of Illinois (2015-2016); Marta Sutton Weeks Fellow, Stanford Humanities Center (2012-2015)

PAHRE, Robert David

Department/Tenure Status: Professor, Political Science, Appointed: 1999. Tenured.

Education: Ph.D., Political Science, University of California, Los Angeles (1990); M.A., Political Science, University of California (1987); B.A., International Relations and German Studies, Stanford University (1984)

Academic Experience: Director, European Union Center, University of Illinois (2006-2010); Assistant Professor, University of Michigan (1992-1999); Assistant Professor, University of Rochester (1990-1992)

Overseas Experience: Austria

Foreign Language Competency: German 4

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☒ 25-50% ☐ 25% or Less

Area Courses Taught: PS 385: Politics of the European Union; PS 590: Research in Selected Topics

Research/Teaching Specializations: Political economy, environmental politics, international relations, Comparative Politics (Western Europe), Enlargement of the European Union

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2015: "Material Falsehoods: Living a Lie at This Old Fort," in *Encounters with Popular Pasts: Cultural Heritage and Popular Culture*. Springer.

2014: "Party On! Political Parties in European Foreign Economic Policies," *Seton Hall Journal of Diplomacy and International Relations* 15(11): 35-47. (Co-author).

2006: *Democratic Foreign Policy Making: Problems of Divided Government and International Cooperation*. Palgrave. (Editor).

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Provost's Award for Excellence in Undergraduate Teaching (2011); Clarence A. Berdahl Undergraduate Teaching Award, Department of Political Science (2007)

PINKERT, Anke

Department/Tenure Status: Associate Professor, Appointed: 2000, Germanic Languages and Literatures, Tenured.

Education: Ph.D., University of Chicago (2000); M.A., German Studies, University of Halle

Academic Experience: Visiting Assistant Professor, Macalester College (1999-2000)

Overseas Experience: Germany

Foreign Language Competency: German 5; Russian 2

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: GER 199: Undergraduate Open Seminar; GER 201: German Popular Culture; GER 331:

Intro to German Literature; GER 494: German Cinema II; GER 496: Special Topics German Studies; GER 575: 20th Century German Studies; GER 593: Research in Special Topics

Research/Teaching Specializations: GDR literature, German/East European Cinema; Holocaust Studies, Dissidence Culture

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2014: "Rethinking the Humanities through Teaching the Holocaust in Prison." *Studies in Law, Politics, and Society*.

2010: "Vacant History, Empty Screens: German Postcommunist Films of the 1990s." *Postcommunist Nostalgia*. Comp. Maria Todorova and Zsuzsa Gille. New York: Berghahn Books.

2008: *Film and Memory in East Germany*. Bloomington, IL: Indiana University Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 6

Distinctions: PITA Award, SLCL Undergraduate Research Initiative, 2013; Humanities Release Time, Research Board Award, University of Illinois; Dr. Arnold O Beckman Research Board Award, University of Illinois (2001)

PINTAR, Judith A

Department/Tenure Status: Visiting Assistant Professor, Slavic Languages and Literatures, Appointed: 2009

Education: Ph.D., Sociology, University of Illinois (2001); M.A., Anthropology, University of Illinois (1995); B.A., Folklore, Myth and Society, University of Wisconsin-Milwaukee (1982).

Academic Experience: Visiting Assistant Professor and Faculty Affiliate, Illinois Informatics Institute (2015-present); Coordinator of the South Slavic Studies Program, Slavic Languages and Literatures, University of Illinois (2014-present).

Overseas Experience: Croatia

Foreign Language Competency: Serbo-Croatian 5

Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less

Area Courses Taught: REES 596: Genetic Technologies, Social Networks & the Reimagining of Race; REES 596: Place and Identity in Southeastern Europe; REES 550: Graduate Seminar in Russian, East European & Eurasian Studies; REES 201: Introduction to Eastern Europe; BCS 115: South Slavic Cultures

Research/Teaching Specializations: Social Informatics, Collaborative Knowledge Practices, Interactive Digital Narrative, Digital Literacy, Game Studies, Gaming Pedagogies, Emergent Learning, Trauma and Memory

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2012: "Emplaced and displaced: Theorizing the emotions of space in the former Yugoslavia." In *Interpreting Emotions in Russia and Eastern Europe*. Northern Illinois University Press.

2010: Feminine nouns that end in a consonant: Conversations with Croatian men. *Ulbandus XIII: The Wound and the Imagination – Aesthetics of Violence in Slavic Art*. The Slavic Review of Columbia University.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Co-Director, Playful by Design: Interdisciplinary Game Studies @ Illinois, Illinois Program for Research in the Humanities (2018-2019); Grand Challenge Teaching Fellow, University of Illinois (2016-present)

PRENDERGAST, Catherine Jean

Department/Tenure Status: Professor, Appointed: 2008, English, Tenured.

Education: Ph.D., English, University of Wisconsin-Madison (1997); M.A., English, University of Wisconsin-Madison (1991); B.A., Columbia University (1990)

Academic Experience: Director, Undergraduate Rhetoric Program, University of Illinois (2009-2012); Assistant Professor, University of Illinois (1997-2003); Associate Professor (2003-2008)

Overseas Experience: Slovakia

Foreign Language Competency: Slovak 4

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☒ 25-50% ☐ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Written composition, the rhetoric of race, globalization and the English language

Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

2017: Before #BlackLivesMatter. In Tammie Kennedy, Joyce Middleton, and Krista Radcliffe (Eds.) *Rhetorics of Whiteness in a "Post-Racial" Era*. Carbondale: Southern Illinois University Press.

2008: *Buying into English: Language and Investment in the New Capitalist World*. University of Pittsburgh Press.

Number of Dissertations or Theses Supervised in Past 5 Years: 2

Distinctions: Residency at Noëpe Literacy Arts Center (May 2016); Guggenheim Fellow (2014); UIUC Public Outreach Grant (2004-2005); Fulbright Research Grant to Slovak Republic (2003)

PROCHASKA, David**Department/Tenure Status:** Emeritus Professor, Appointed: 2013, First Appointed: 1981, History, Tenured.**Education:** Ph.D., University of California, Berkeley, (1981); M.A., University of California, Berkeley; B.A., Stanford University**Academic Experience:** Lecturer, University of California (1980-1981); Acting Instructor, University of California (1979-1980)**Overseas Experience:** Mexico; India; Nepal; Pakistan; Afghanistan; Iran; Turkey; Austria; Italy; France; United Kingdom; Algeria; Tunisia; Morocco; Spain; Peru; Côte d'Ivoire; Nigeria; Senegal; Kenya; Martinique; Australia; Bali; Hong Kong; Maca; Taiwan; Greece; Puerto Rico; Cuba; China; Tibet; Ecuador**Foreign Language Competency:** French 4; German 2; Hindi 1**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** HIST 352: Europe in the World Since 1750; HIST 596: Individual Research Project**Research/Teaching Specializations:** North Africa, History and Orientalism, Colonial photography, Comparative colonialism**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2008: *Genealogies of Orientalism: History, Theory, Politics*. Nebraska. (Co-editor).2005: *Postcards: Ephemeral Histories of Modernity* (State College: Pennsylvania State University Press. (Co-editor).2004: *Orientalism From Postcolonial Theory to World History* Co-editor with Edmund Burke, III. Lincoln: University of Nebraska Press.**Number of Dissertations or Theses Supervised in Past 5 Years:** N/A**Distinctions:** Fellow, Center for Advanced Study (1999)**ROBINSON, Valleri J****Department/Tenure Status:** Associate Professor, Theatre, Appointed: 2014**Education:** Ph.D., Theatre, Ohio State University (2001); M.S., Theatre, Illinois State University (1996); B.A., English, Eureka College (1994)**Academic Experience:** Chair, Theatre Studies and Director of Graduate Studies (2014-2018); Assistant Professor (2008-2014); Visiting Assistant Professor, University of Illinois (2006-2008); Adjunct Instructor, Rochester Institute of Technology (2005-2006); Assistant Professor, University of Arizona (2001-2005)**Overseas Experience:** Russia**Foreign Language Competency:** Russian 4**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** THEA 208: Dramatic Analysis**Research/Teaching Specializations:** Russian-American cultural exchange, Cold War performances, transnational theatre historiography, and Chekhov in translation and adaptation**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2016: "Adapting Chekhov: A Primer for Dramaturgs." In *Approaches to Teaching Chekhov*. (Modern Languages Association of America)2013: "'A Seagull Flew to Us from Yalta': Stanislavsky's Life in Chekhov." In *The Routledge Companion to Stanislavsky*. (London and New York: Routledge)2011: *Russian Culture and Theatrical Performance in America, 1891-1933*. (New York: Palgrave Macmillan)**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** College of Fine and Applied Arts Faculty Excellence in Service Award (2017); Fulbright Scholar Award, Yekaterinburg, Russia (2014); Faculty Research Award, American Theatre and Drama Society (2012)

ROMBERG, Kristin**Department/Tenure Status:** Associate Professor, Art History, Appointed: 2013, Tenure Track**Education:** Ph.D., Art History and Archeology, Columbia University (2010); M.A., Art History and Archeology, Columbia University (2003); B.A., Chemistry, University of Virginia (1997)**Academic Experience:** Visiting Assistant Professor of Art History, The College of Wooster (2012-2013); Postdoctoral Fellow, Center for the Study of Modern Art, The Phillips Collection, and George Washington University (2011-2012)**Overseas Experience:** Russia**Foreign Language Competency:** Russian 4; French 3; German 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** SLAV 525: Technologies of the Russian Avant-Garde**Research/Teaching Specializations:** Russian Modernism, Constructivism, Russian Avant-Garde**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2017: "Festival," in *Revoliutsiia! Demonstratsiia! Soviet Art Put to the Test*, ed. Matthew S. Witkovsky and Devin Fore (Chicago: Art Institute of Chicago).2016: "Tektonika," in *Formal'nyi metod. Antologiia rossiiskogo modernizma* (The Formal Method: An Anthology of Russian Modernism), ed. Serguei Oushakine, vol. 1 (Moscow: Kabinetnyi uchenyi).2013: "Labor Demonstrations: Aleksei Gan's *Island of the Young Pioneers*, Dziga Vertov's *Kino-Eye*, and the Rationalization of Artistic Labor," *October* 145.**Number of Dissertations or Theses Supervised in Past 5 Years:** 2**Distinctions:** Humanities Released Time, Campus Research Board, University of Illinois (Fall 2017); Project Completion Grant, College of Fine and Applied Arts, University of Illinois (2017); Illinois International Programs Travel Fellowship, University of Illinois (2017)**ROSENSTEIN, Matthew Aaron****Department/Tenure Status:** Director, Global Education and Training, First Appointed 2015; Director, Shanghai China Office, First Appointed: 2017**Education:** Ph.D., University of Illinois (2002); M.A., University of Illinois (1996); B.A., Duke University (1994)**Academic Experience:** Senior Associate Director, European Union Center (2010-2015); Associate Director, Program in Arms Control Disarmament and International Security (2001-2010)**Overseas Experience:** India, Russia, Belgium**Foreign Language Competency:** Russian 4; French 4; Polish 2; German 2**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Research; Russian Culture and Society; International Relations**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2015: "Lithuania Joins the Eurozone," *The Diplomatist*. (Co-author).2014: "The Hour of Europe in Ukraine," *The Diplomatist*. (Co-author).2008: "Can NATO Survive Afghanistan?" *Of Swords and Ploughshares*.2009: "US-EU-Russia: New Strategic Dynamics after Bush" *Of Swords and Ploughshares*.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Chancellor's Academic Professional Excellence Award (2014) Academic Professional Development Fund, Office of the Provost, University of Illinois (2005, 2008)

ROSS, Jacqueline E**Department/Tenure Status:** Professor, Appointed: 2006, Law, Tenured.**Education:** J.D., University of Chicago Law School (1989); B.A., University of Chicago (1985)**Academic Experience:** Visiting Professor, New York University Law School (2009-2010); Visiting Researcher, Ecole Normale Supérieure de Cachan (2007-2008); Assistant Professor, John Marshall Law School (2001-2004)**Overseas Experience:** n/a**Foreign Language Competency:** n/a**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** n/a**Geographic Specialization:** Russia: ☐ Eastern Europe: ☐ Central Asia: ☒**Recent Publications:**2016: *Comparative Criminal Procedure*. Elgar Press, St. Louis University School of Law. (Co-editor).2015: "Anti-Terror Stings and Human Subjects Research: The Implications of the Analogy for Notions of Entrapment and for the Pursuit of Strategic Deterrence," *N.Y.U. J. Int'l L. & Pol.*2009: "Police Informants" in *Private Security, Public Order: The Outsourcing of Public Services and Its Limits*, eds. Simon Chesterman and Angelina Fisher (NYU Press).**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Edward M. Wise Prize in Criminal Law and Procedure, conferred by the American Society of Comparative Law (2008); Carroll P. Hurd Award for Excellence in Faculty Scholarship, conferred by the University of Illinois College of Law (2008); Edward M. Wise Prize in Criminal Law and Procedure (2005)**SAADAH, Eman****Department/Tenure Status:** Director, Less Commonly Taught Languages Program (2014-present);**Education:** Ph.D., Linguistics, University of Illinois (2011); M.A., Linguistics, University of Illinois (2007); B.A., English Literature, University of Jordan (1994)**Academic Experience:** Senior Lecturer, Department of Linguistics (2014-present); Director and Coordinator of Arabic (2014-present); Director of the Summer Institute for the Languages of the Muslim World (2014-present); Advisor for the Arabic Studies Minor (2014-present)**Overseas Experience:** Jordan**Foreign Language Competency:** Arabic 5**Pedagogy Training:** Second Language Acquisition and Teacher Education Certificate (SLATE), University of Illinois (2011); ACTFL Certified Tester, Modified Oral Proficiency Interview (MOPI) Tester, University of Illinois (2007)**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** LING 404: Tutorials in Non-Western Languages; TURK 201/202: Elementary Turkish; TURK 403/404: Intermediate Turkish; TURK 405/406: Advanced Turkish**Research/Teaching Specializations:** Phonetics and phonology; Sociolinguistics and code-switching; Bilingualism Processing and production of Arabic morphology by learners**Geographic Specialization:** Jordan**Recent Publications:**2016: "Integrating Culture in L2 Curricula: Advantages and Challenges," *ACTFL*, Boston, MA. (Co-author).2014: Arabic plurals and root and pattern morphology in Palestinian and Egyptian heritage speakers. *Linguistic Approaches to Bilingualism* 4, 1, 89-123. (Co-author).**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Center for Global Studies Global Intersections Grant (2017); Qatar Foundation International (QFI) Summer Study Grant (2017)

SANTOS, Carla

Department/Tenure Status: Director, European Union Center (2016-present); Professor, Department of Recreation, Sport and Tourism, University of Illinois, Appointed: 2002. Tenured.

Education: Ph.D., Mass Communication, Pennsylvania State University (2002); M.A., Speech Communication, University of North Dakota (1998); B.A., Mass Communication (Advertising), University of North Dakota (1993)

Academic Experience: Book Review Editor, *Journal of Tourism and Cultural Change* (2012-2016); Director of Graduate Studies, Department of Recreation, Sport and Tourism (2011-2014)

Overseas Experience: Portugal; Spain; England; Switzerland; Germany; Norway

Foreign Language Competency: Portuguese 5; Spanish 4; French 3; Italian 2; Norwegian 1

Percentage of Time Devoted to REEE Studies: n/a

Area Courses Taught: RST 351: Tourism and Culture; RST 330: Leisure and Consumer Culture; RST 150: Foundations of Tourism; RST 518: Special Events; RST 530: Critical Issues in Tourism Management

Research/Teaching Specializations: Tourism Development; Cross Cultural Research; Linguistic Landscapes; European Union Studies

Geographic Specialization: n/a

Recent Publications:

2017: From translocal to transnational: WHS articulations. *Annals of Tourism Research*, 64, 102-113. (Co-author).

2016: Unpacking framing dynamics across distinct media writing genres: Tourism and economic environment in Brazil. *Tourism Review International*, 20(4) 219-233.

Number of Dissertations or Theses Supervised in Past 5 Years: 10

Distinctions: King James McCristal Distinguished Scholar Award, College of Applied Health Sciences (2016); Excellence in Mentoring in Graduate Education Award, College of Applied Health Sciences (2012)

SEIDEL, Edward

Department/Tenure Status: Vice President, Economic Development and Innovation; Professor, Department of Astronomy; Founder Professor, Department of Physics

Education: Ph.D., Relativistic Astrophysics, Yale University (1988); M.S., Physics, University of Pennsylvania (1983); B.S., Mathematics and Physics, College of William and Mary (1981)

Academic Experience: Director, National Center for Supercomputing Applications (2014-2017); Senior Vice President for Research and Innovation, Skolkovo Institute of Science and Technology, Moscow, Russia (2012-2014); Acting Assistant Director, Mathematical and Physical Sciences, National Science Foundation (2009-2010)

Overseas Experience: Germany; Russia

Foreign Language Competency: n/a

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: N/A

Research/Teaching Specializations: Astrophysics; Cosmology

Geographic Specialization: Russia: ☒ Eastern Europe: ☐ Central Asia: ☐

Recent Publications:

2009: "A Vision for Cyberinfrastructure," *IEEE Computer*. (Co-author).

2007: "Are Moving Punctures Equivalent to Moving Black Holes," *Classical and Quantum Gravity*. (Co-author).

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: Lifetime Fellow of the American Association for the Advancement of Science (2010)

SHTOHRYN, Dmytro M**Department/Tenure Status:** Emeritus Professor, Library Administration & Slavic Lang. and Literatures**Education:** Ph.D., Slavic Studies (1970); MA, Slavic Studies, (1958); BLS, Library Studies (1959); University of Ottawa; BA, Ukrainian Free University, Munich (1949).**Academic Experience:** Professor of Slavic languages and Literatures, (1985-1995); Professor of Library Administration (1970-1995); Lecturer of Ukrainian Literature (1970-1985); Head of Slavic Cataloging (1964-1995); Cataloger (1960-1964)**Overseas Experience:** Ukraine, Germany**Foreign Language Competency:** Ukrainian 5; Russian 4; Polish 4; German 3**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** REES 599: Thesis; REES 590: Independent Study**Research/Teaching Specializations:** Ukrainian language and literature, Slavic cataloging, Slavic bibliography, Ukrainian bibliography**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**

1986: Oleh Kandyba-Ol'zhych: Bibliography, Ukrains'kys istoryk, Vol. 22, 1985; Vol 23, 1-2

1984: Volodymyr Ianav, iak poet; rannia tvorchist', Symbolaie in Honorem Volodymyri Janiw. Universitas Libera Ucrainensis.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a**Distinctions:** Community Service Award, Ukrainian Congress Committee of America (2009); Glorier Society of Canada Award; The Parliament of Canada Librarian's Medal**SINGER, Clifford****Department/Tenure Status:** Professor, Appointed: 1992, Nuclear, Plasma, & Radiological Engineering, Tenured.**Education:** Ph.D., Biochemistry, University of California, Berkeley (1971); B.S., Mathematics, University of Illinois (1966)**Academic Experience:** Research Scientist, Argonne National Laboratory (2007-2009); Associate Professor, University of Illinois at Urbana-Champaign (1986-1992)**Overseas Experience:** India; Germany; United Kingdom; China; France; Pakistan; United Kingdom**Foreign Language Competency:** German 3; French 2; Russian 1**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** NPRE 480: Energy & Security; NPRE 481: Technology & Security Writing**Research/Teaching Specializations:** Advanced propulsion systems, nuclear proliferation, nuclear power economics, South and East Asian nuclear programs, energy econometrics, climate change**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2013: "U.S. Spent Nuclear Fuel management: Political, Fiscal, and Technical Feasibility," *Energy Policy*.2007: "Nuclear Energy Sector Facilities and Agents," *Argonne National Laboratory Internal Report*.1997: "Economic Study of Spent Nuclear Fuel Storage and Reprocessing Practices in Russia," *University of Illinois at Urbana-Champaign Program in Arms Control, Disarmament, and International Security Research Report*.**Number of Dissertations or Theses Supervised in Past 5 Years:** 16**Distinctions:** Sheth Award for International Achievement; Ford Foundation (2000-2003); MacArthur Foundation (2000-2002); National Security Education Program (2000-2003)

SOBOL, Valeria

Department/Tenure Status: Associate Professor, Appointed: 2008, Slavic Languages and Literatures, Tenured.
Education: Ph.D., Slavic Literatures, Columbia University (2003); M. Phil, Slavic Literatures, Columbia University (1999); M.A., Russian Literature, Columbia University (1996)
Academic Experience: Chair, Department of Slavic Languages and Literatures (2017-present); Vice President, American Association of Teachers of Slavic and East European Languages (2010-2012); Assistant Professor, Slavic Languages & Literatures (2003-2008)
Overseas Experience: Ukraine; Czech Republic; Russia
Foreign Language Competency: Russian 5; Ukrainian 5; Czech 5; French 4; Spanish 3; Latin 1; German 1
Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less
Area Courses Taught: RUSS 220: 19th Century Russian Literature; RUSS 225: Russian Literature Since 1917; RUSS 323: Tolstoy; RUSS 418: 18th Century Literature; RUSS 444: Problems in Romanticism; RUSS 470: Russian Advanced Study; RUSS 501/502: Russian for Grad Students; RUSS 520: Russian Writers
Research/Teaching Specializations: Russian literature & culture late 18th-19th centuries, Russian & European Romanticism, Medieval epistemology and discourse in literature, Gogol & Ukrainian literature, Czech literature
Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☐
Recent Publications:
 2015: “Монах в Мадриде: Отзвуки готического романа Мэтью Г. Льюиса «Монах» в пьесе А.С. Пушкина «Каменный гость».” (“A Monk in Madrid: Repercussions of Matthew G. Lewis’s Gothic novel The Monk in Alexander Pushkin’s drama The Stone Guest”). *Filologicheskie nauki* 5: 75-84.
 2013: “On Mimicry and Ukrainians: The Imperial Gothic in Pogorelsky’s *Monastyrka*.” *East/West Journal* 16-17: 369-387. (Kharkiv, Ukraine)
 2009: *Febris Erotica: Lovesickness in the Russian Literary Imagination* (Seattle: University of Washington Press).
Number of Dissertations or Theses Supervised in Past 5 Years: 2
Distinctions: National Endowment for Humanities (NEH) Fellowship (2015-2016); National Endowment for Humanities (NEH) Summer Stipends Award (2014)

SROKA, Marek

Department/Tenure Status: Associate Professor, Appointed: 1996, Library Admin, Tenured
Education: MLS, University of Illinois (1994); M.A., English Literature, Jagiellonian University (1986)
Academic Experience: Literatures and Languages and Central European Studies Librarian and Associate Professor, Literatures and Languages Library (2016-present); Slavic Cataloger and Associate Professor of Library Administration, Slavic and East European Library (2003-2011)
Overseas Experience: Poland
Foreign Language Competency: Polish 5; Russian 3; Czech 1
Percentage of Time Devoted to REEE Studies: ☒ 50-100% ☐ 25-50% ☐ 25% or Less
Area Courses Taught: LIS 530: REEES Bibliography and Research Methods; GLBL 296: Global Studies Foundation Seminar
Research/Teaching Specializations: Polish libraries and librarianship, Polish studies, Cultural memory, Polish Jewish studies
Geographic Specialization: Russia: ☐ Eastern Europe: ☒ Central Asia: ☐
Recent Publications:
 2017: Researching Polish and Polish-American Historical Newspapers and Periodicals in International Digital Collections: Opportunities and Challenges, *Slavic and East European Information Resources* 18(1/2): 33-40.
 2016: American Books to the Rescue: The American Library Association (ALA) and the Postwar Restoration of Polish Libraries, 1944-1948, *The Polish Review* 61(4): 19-39.
Number of Dissertations or Theses Supervised in Past 5 Years: n/a
Distinctions: Justin Winsor Award for Best Library History Essay, Library History Round Table, American Library Association (2002)

STEINBERG, Mark D**Department/Tenure Status:** Professor, Appointed: 2003, History, Tenured**Education:** Ph.D., History, University of California, Berkeley (1987); M.A., History, University of California, Berkeley (1982); B.A., University of California, Santa Cruz (1978)**Academic Experience:** Associate Professor (2003-1998); Assistant Professor (1998-1996); Editor, *Slavic Review* (2006-2013); Director, Russian, East European, and Eurasian Center (2004-1998)**Overseas Experience:** Russia; Ukraine; Germany**Foreign Language Competency:** Russian 4; French 2; German 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** HIST 560: Modern Russia, 1801-1917; HIST 461: Russia - Peter the Great to Revolution; HIST 260: Survey of Russian History;**Research/Teaching Specializations:** Cultural, intellectual, and social history of Russia and the Soviet Union in the nineteenth and twentieth centuries**Geographic Specialization:** Russia: ☒ Eastern Europe: ☐ Central Asia: ☐**Recent Publications:**2017: *The Russian Revolution, 1905-1921* (Oxford University Press).2016: "O poniatii modernosti (On the concept of modernity)," a contribution to "Sporia o modernosti" (Debate about modernity) in the journal *Novoe literaturnoe obozrenie* (*New literary observer*), no. 140, 52-56.2011: *Petersburg Fin de Siècle* (Yale University Press).**Number of Dissertations or Theses Supervised in Past 5 Years:** 25**Distinctions:** Arnold O. Beckman Research Award, University of Illinois (2017-2018); Scholars Travel Grant, Research Board, University of Illinois (2017); Research Board Awards, University of Illinois (2016-2017); John Simon Guggenheim Memorial Foundation Fellowship (2008)**STONE, Elisabeth****Department/Tenure Status:** Director of Education, Spurlock Museum (2016-present)**Education:** Ph.D., Anthropology, University of New Mexico (2011); M.A., Anthropology, University of New Mexico (2005); B.A., Anthropology, New York University (2001)**Academic Experience:** Affiliated Faculty, Center for Global Studies (2018-present); Affiliated Faculty, European Union Studies (2018-present); Affiliated Faculty, Center for Latin and Caribbean Studies (2017-present)**Overseas Experience:** Spain, France,**Foreign Language Competency:** Spanish 5; Italian 2; French 2**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Cultural heritage; Indigenous history; Archaeology; Hispanic traditions and history**Geographic Specialization:** n/a**Recent Publications:**2013: "Osseous Tools in the Ethnographic Record: Usewear on historic and contemporary tools as a standard for identifying perishable raw materials worked in the Late Upper Paleolithic." In *Raw and Worked Osseous Materials*. Oxbow, Oxford.2011: "The Role of Ethnographic Museum Collections in Understanding Bone Tool Use." In *Written in Bones. Studies on technological and social context of past faunal skeletal remains*. Instytut Archeologii Uniwersytetu Wrocławski, Wrocław, Poland.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** National Institutes of Health Grant, Native Voices: Native Peoples' Concepts of Health and Wellness (2015); National Endowment for the Humanities Grant (2015)

STUART, Mary**Department/Tenure Status:** Emeritus Professor, First Appointed: 2012; Library Admin, Tenured**Education:** A.B.D., History, University of Illinois, M.L.S., University of Illinois (1978); M.A., Slavic, University of Illinois; B.A., Psychology and Russian, University of Kansas**Academic Experience:** Professor, Library Administration (1996-2012); Reference Librarian (1989-present); Associate Professor (1989-1996)**Overseas Experience:** Poland, Russia**Foreign Language Competency:** Russian 4; Polish 1**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Russian History, History of Print Culture**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**1998: "The Ennobling Illusion': The Public Library Movement in Late Imperial Russia." *Slavonic and East European Review* 76, no. 3: 401-40.1995: "Creating Culture: The Rossica Collection of the Imperial Public Library and the Construction of National Identity." *Libraries and Culture* 30, no. 1: 1-25.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a**TALIC, Aida****Department/Tenure Status:** Assistant Professor, Appointed: 2018, Department of Linguistics.**Education:** Ph.D., University of Connecticut (2017); M.A., University of Connecticut (2014), B.A., University of Zenica (2009)**Academic Experience:** Visiting Associate Professor (2017-2018)**Overseas Experience:** Bosnia**Foreign Language Competency:** Bosnian-Serbian-Croatian 5; French 1; German 1**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** LING 301: Elements of Syntax**Research/Teaching Specializations:** Syntax, Phonology, Morphology, Psycholinguistics**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2017: "Long-Form and Short-Form Prenominal Adjectives are not Reduced Relative Clauses in Bosnian/Croatian/Serbian (BCS). *Linguistic Inquiry*.2015: "Adverb extraction, specificity, and structural parallelism." *Canadian Journal of Linguistics*.2013: "Extraordinary complement Extraction: PP-complements and inherently Case-marked nominal complements." *Studies in Polish linguistics*.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** FASL 26 Travel Award, University of Illinois at Urbana-Champaign and the National Science Foundation (2017); University of Connecticut Outstanding Graduate Teaching Award (2016)

TATARKOVSKY, Dmitry**Department/Tenure Status:** Managing Editor, *Slavic Review* (2016-present)**Education:** Ph.D., Slavic Languages and Literatures, University of Illinois (2009); M.A., History, Arizona State University (1998); B.S., History, Bradley University (1993)**Academic Experience:** Library Specialist, Grainger Engineering Library (2014-2016); Visiting South Slavic Specialist, Slavic Reference Service (2012-2014)**Overseas Experience:** Moldova, Ukraine, Macedonia**Foreign Language Competency:** Russian 5; Macedonian 4; Yiddish 3; Romanian 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** REES 201: Introduction to Eastern Europe**Research/Teaching Specializations:** n/a**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2008: "Conflicting Holocaust narratives in Moldovan nationalist historical discourse," *East European Jewish Affairs*.2006: "The Jewish Cultural League in Interwar Bessarabia: A Conflict of Interests," *Analele Asociatiei Nationale A Tinerilor Istorici din Moldova*, Anuar Istorice, 7. Chisinau.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** NSEP Boren Fellowship, Republic of Macedonia (1996-1997); Fulbright Scholarship, Republic of Macedonia (1995-1996)**TEMPEST, Richard****Department/Tenure Status:** Associate Professor, Appointed: 1988, Slavic Languages and Literatures, Tenured**Education:** Ph.D., New College, Oxford (1982); M.A., New College, Oxford; B.A., Philosophy & Modern Languages, New College, Oxford**Academic Experience:** Director, Russian, East European, and Eurasian Center (2007-2012)**Overseas Experience:** Russia; Bulgaria; Ukraine; Bosnia**Foreign Language Competency:** Russian 5; Bulgarian 5; French 4; Spanish 4; Macedonian 2; Bosnian-Serbian-Croatian-Montenegrin 2; Ukrainian 2; Italian 2; Portuguese 2; German 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** REES 200: Intro to Russia and Eurasia; REES 495: Senior Seminar; REES 550: Seminar in REEE Studies; RUSS 191: Freshman Honors Tutorial; RUSS 199: Undergraduate Open Seminar; RUSS 290: Readings in Russian; RUSS 320: Russian Writers; RUSS 502: Russian for Grad Students II; RUSS 520: Russian Writers; SLAV 117: Russ & E Euro Science Fiction; SLAV 199: Undergraduate Open Seminar; SLAV 399: The Life and Times of Vladimir Putin**Research/Teaching Specializations:** Soviet nostalgia, Russian political leaders, Putin era, Oral history, Bulgaria, Communist-era intelligence services**Geographic Specialization:** Russia: ☒ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2009: "Solzhenitsyn—pisatel' XXI veka," *Put' Solzhenitsyna v kontekste bol'shogo vremeni: Sbornik pamiati: 1918-2009*, ed. L. I. Saraskina (Moscow: Russkii put').2008: "Krugi i paralleli: k voprosu ob intertekstualizme Solzhenitsyna," *Proza Solzhenitsyna 1990-kh godov*, ed. A. V. Urmanov (Blagoveshchensk: Izd-vo BGPU), 141-151.2007: "Gachev Rampant, Rozanov Couchant, or Russia's Two Physiologists of Culture," *New Zealand Slavonic Journal*, Volume 39, 62-80.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** William & Flora Hewlett Foundation Grant (2012); EU Center of Excellence Grant (2011)

TIPEL, Sever**Department/Tenure Status:** Professor, Appointed: 1992, Music, Tenured**Education:** DMA, Composition, University of Michigan (1978); M.A., Piano, Bucharest Conservatory (1967)**Academic Experience:** Director, Computer Music Project of the University of Illinois (1997-present); Visiting Scientist, Argonne National Laboratory (1994-2003); Instructor, Chicago Musical College of Roosevelt University (1975-1978).**Overseas Experience:** Romania, France**Foreign Language Competency:** Romanian 5; French 4**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Computer Music**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2017: *Communicating a World View: figer, a Manifold Composition*, SBCM, 16th. Brazilian Symposium on Computer Music2016: *Composition as an Evolving Entity, an Experiment in Progress*, Proc. 2016 ICMC Int'l Computer Music Conference (Utrecht, The Netherlands)2013: *Composing with Sieves: Structure and Indeterminacy In-time*, ICMC 2013, Perth, Australia**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Faculty Fellow, National Center for Supercomputing Applications, University of Illinois (2008-2009).**TODOROVA, Maria N****Department/Tenure Status:** Professor, Appointed: 2001, History, Tenured**Education:** Ph.D., History, University of Sofia (1977); M.A., History, University of Sofia (1971)**Academic Experience:** Professor, University of Florida, 1996-2001; Visiting Professor, Harvard University, 1999-1999; Visiting Professor, Bosphorus University, Istanbul, 1999-1999; Visiting Professor, Karl-Franzens Universität-Graz, Austria, 1996-1996; Associate Professor, University of Florida, 1994-1996; Assistant Professor, University of Florida, 1992-1994; Associate Professor, University of Sofia, 1984-1992; Assistant Professor, University of Sofia, 1973-1984**Overseas Experience:** Austria; Bulgaria; France; Germany; Great Britain; Greece; Russia; Turkey**Foreign Language Competency:** Bulgarian 5; Russian 5; German 4; Turkish 3; French 3; Greek 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** HIST 439: The Ottoman Empire; HIST 466: Southeastern Europe; HIST 498: Research and Writing Seminar; HIST 502: Problems in Comparative History; HIST 551: Problems in European History Since 1789; HIST 463: The Modern Balkans Through Film and Literature**Research/Teaching Specializations:** Social and cultural history of the Balkans in the modern period**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**2015: "On Public Intellectuals and Their Conceptual Frameworks," *Slavic Review*, 74, N.4, 708-714.2013: "War and Memory: Trotsky's War Correspondence from the Balkan Wars," in: *Perceptions – Journal of International Affairs*, Special Issue - From the Balkan Wars to Balkan Peace, 5-27.2010: *Remembering Communism: Genres of Representation*, New York: Social Science Research Council, Columbia University Press.2009: *Imagining the Balkans*. New York: Oxford University Press.**Number of Dissertations or Theses Supervised in Past 5 Years:** 15**Distinctions:** Permanent Research Fellow, Graduate School for East and Southeast European Studies at the Universität Regensburg and Ludwig-Maximilians Universität (2015-present); Center of Advanced Study Professor, University of Illinois (2013-present); Gutsell Professor of History, University of Illinois (2007-present)

VISWANATHAN, Madhubalan**Department/Tenure Status:** Professor, Appointed: 1990, Business Administration, Tenured**Education:** Ph.D., Business Administration, University of Minnesota (1990); B.S., Mechanical Engineering, Indian Institute of Technology (1985)**Academic Experience:** Associate Editor, Journal of Public Policy and Marketing, (2009-present); Member, Association for Consumer Research Advisory Committee on Transformative Consumer Research (2007-present)**Overseas Experience:** Russia, France, Hong Kong, India**Foreign Language Competency:** Hindi 5**Percentage of Time Devoted to REEE Studies:** ☐ 50-100% ☐ 25-50% ☒ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Measurement and research methodology, and literacy, poverty, and marketplace behaviors**Geographic Specialization:** Russia: ☐ Eastern Europe: ☐ Central Asia: ☒**Recent Publications:**2012: "Curricular Innovations on Sustainability and Subsistence Marketplaces: Philosophical, Substantive and Methodological Orientations," *Journal of Management Education*, 36, 389-427.2011: "Consumer Behavior Across Literacy and Resource Barriers," in *Wiley International Encyclopedia of Marketing, Volume 3 – Consumer Behavior*.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Sheth Distinguished Faculty Award for International Achievement, University of Illinois (2012); Best Professor in Entrepreneurial Leadership, World Education Congress, Mumbai (2012)**WEECH, Terry****Department/Tenure Status:** Associate Professor, Appointed: 1980, Library & Information Science, Tenured**Education:** Ph.D., Library Science, University of Illinois (1972); M.S., Library Science, University of Illinois (1965); B.A., Philosophy, Knox College (1959)**Academic Experience:** GSLIS UIUC Library Liaison (2015-2017); International Liaison for Graduate School of Library and Information Science (2000-2001)**Overseas Experience:** Poland; France; Denmark; Slovenia; Bulgaria; Croatia**Foreign Language Competency:** Russian 2**Percentage of Time Devoted to REEE Studies:** ☒ 50-100% ☐ 25-50% ☐ 25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Reference Services and Sources, Government Information, Library Administration, Library Cooperation and Networks, Library Use Instruction, and Economics of Information**Geographic Specialization:** Russia: ☐ Eastern Europe: ☒ Central Asia: ☐**Recent Publications:**

2014: "The Researcher Librarian Partnership: building a culture of research." Library and Information Research, Vol. 28, No. 118, pp. 35-51. (Co-author).

2009: "Teaching Digital Collections Management: Issues and Priorities for the Future" in *The Future of Information Sciences: INFUTURE: Digital Resources and Knowledge Sharing*. Zagreb, Croatia. (Co-author).2007: "Alternative Careers for Graduates of LIS Schools: An Analysis of the Literature." *Journal of Librarianship and Information Science*. (Co-author).**Number of Dissertations or Theses Supervised in Past 5 Years:** 2**Distinctions:** International Federation of Library Associations and Institutions (IFLA) Scroll of Appreciation (2017); Fulbright Senior Specialist Award (2002-2005)

WELTY-PEACHY, Jon

Department/Tenure Status: Assistant Professor, Department of Recreation, Sport, and Tourism, Appointed: 2013
Education: Ph.D., Sport Management, The University of Connecticut (2009); M.Ed., Sport Administration, Temple University (1996); B.S., Physical Education, Goshen College (1994)

Academic Experience: Re-Accreditation Chair, Department of Recreation, Sport and Tourism (2017 - present);
 Director of Undergraduate Studies (2015 - 2016)

Overseas Experience: Germany, Greece, Cyprus

Foreign Language Competency: n/a

Percentage of Time Devoted to REEE Studies: ☐ 50-100% ☐ 25-50% ☒ 25% or Less

Area Courses Taught: n/a

Research/Teaching Specializations: Sport and development/social change

Geographic Specialization: Russia: ☒ Eastern Europe: ☒ Central Asia: ☐

Recent Publications:

- 2017: Servant leadership in sport-for-development and peace: A way forward. *Quest*. (Co-author).
 2016: Research partnerships in sport for development and peace: Challenges, barriers, strategies. *Journal of Sport Management*. (Co-author).
 2015: Sport for development theory building and program design: Introduction to the special issue. *International Journal of Sport Management and Marketing*.

Number of Dissertations or Theses Supervised in Past 5 Years: 6

Distinctions: Research Fellow, North American Society for Sport Management (2016); Cambridge University 'Insights for Insight' Award (2016); Outstanding Early Career Professional, NEAG School of Education, University of Connecticut (2014); List of Teachers Ranked as Excellent, University of Illinois, (2017-2013)

WITT, Allison

Department/Tenure Status: Director, Office of International Programs (2014-present); Assistant Teaching Professor, Educational Policy, Organization & Leadership (2014-present);

Education: Ph.D., Educational Policy Studies, University of Illinois (2010); M.A., English, Eastern Illinois University (1991); B.A., English, Eastern Illinois University (1989)

Academic Experience: Program Leader, International Education Administration and Leadership Degree, Educational Policy, Organization & Leadership (2015-present); Associate Director of Research, Office of Community College Research and Leadership (2013); Research Specialist, Office of Community College Research and Leadership (2012-2013); Assistant Director, Academic Affairs, Illinois Board of Higher Education (2010-2012)

Overseas Experience: Japan; South Africa

Foreign Language Competency: Japanese 5

Percentage of Time Devoted to REEE Studies: n/a

Area Courses Taught: EPS 580: Researching Education in a Global Context; EPS 538: Globalization of Higher Education

Research/Teaching Specializations: State and national education policy related to higher education and teacher preparation

Geographic Specialization: n/a

Recent Publications:

- 2017: "Transnational Education Policy and a Globally Competitive Workforce: A Comparative Analysis of Vocational Education and Training Policy in the European Union and the United States." In *International Handbook on Comparative Studies on Community Colleges and Global Counterparts*. New York: Springer.
 2011: *Shifting Tides in Global Higher Education: Agency, Autonomy and Governance in the Global Network*. New York: Peter Lang.

Number of Dissertations or Theses Supervised in Past 5 Years: n/a

Distinctions: n/a

Position Title	Position Description
Communications, Programming, and REEEC Library Graduate Assistant	<p><u>Duties:</u> The Communications, Programming, and REEEC Library Graduate Assistant is responsible for publishing the REEEC newsletter (writing and assigning articles), managing the REEEC blog, website, and other social media, promoting events, and building alumni networks. Additional duties include overseeing the multimedia library collection, assisting with grant reporting on outreach activities, and conference and workshop preparation.</p> <p><u>Qualifications:</u> Demonstrated knowledge of the Russian, East European, and Eurasian region is required. Prior experience in organizing events, web and print publishing, and data analysis is preferred.</p> <p><u>Professionalization:</u> The GA will develop key insights into Russian, East European, and Eurasian Studies at the University of Illinois and in the community and nation. Additionally, the GA will gain experience in event organization and promotion while utilizing area studies for capacity building.</p> <p><u>Grant Roles:</u> Through this position, the Graduate Assistant develops expertise in area studies training while facilitating diverse perspectives and fostering debate on key issues.</p>
Critical Methods Graduate Assistant	<p><u>Duties:</u> The Critical Methods Graduate Assistant is responsible for providing administrative and project development support to the Critical Methods Series (CMS) clusters, working closely with faculty coordinators to plan public lectures and symposia, design training workshops, develop new courses, and conduct outreach to teacher training programs.</p> <p><u>Qualifications:</u> This position requires advanced proficiency in a Less Commonly Taught Language (LCTL), which will allow the GA to assist the faculty coordinator in integrating REEES regional materials into the study and teaching of select CMS methodologies (legal studies, informatics, information science, and the arts of research).</p> <p><u>Teacher Training:</u> The GA will have the opportunity to use their LCTL and area studies skills in new methodological contexts, addressing professional fields such as information science, informatics, law, and the arts.</p> <p><u>Grant Roles:</u> The CMS initiative will help pair professional methods training with area studies and language instruction, improving the capacity of our undergraduate and graduate programs to address areas of national need. The GA will enable faculty to both design and organize the many activities of each distinct cluster.</p>
Global Perspectives Teaching Assistant	<p><u>Duties:</u> The Global Perspectives Teaching Assistant is responsible for assisting in the acquisition of materials and other resources for the duration of the program and providing in-class support during the fall and spring semesters for integrating global perspectives into elementary pre-service teacher training across the disciplines. Other responsibilities include working with University Primary School teachers to support the integration of assignments from university courses as they are taught in the schools during the fall CI 450 course (a new course through the College of Education) and as appropriate during the Spring semester in other schools, and to help collect data and evaluate the ongoing process of the pilot.</p> <p><u>Qualifications:</u> The Global Perspectives TA must have a strong science education background, as they will be instrumental in the development of new CI 450 course materials. Additionally, this graduate student should demonstrate extensive cross-</p>

	<p>cultural experiences and interests.</p> <p><u>Teacher Training:</u> The GA will gain unique pedagogical experience through the integration of area studies into pre-service curricula.</p> <p><u>Grant Roles:</u> This position promotes collaboration with the College of Education, teacher training, and the internationalization of pre-service teacher curricula.</p>
Outreach Graduate Assistant	<p><u>Duties:</u> The Outreach Graduate Assistant is responsible for assisting the Outreach Coordinator with the preparation and implementation of monthly visits to Head Start classrooms and designing curriculum materials related to K-12 education and outreach, including Slavic Story Time, Globalfest, and the Citizens of the World Festival. In 2018-2022, the GA will assist with building new outreach programs with the Spurlock Museum, and training other University of Illinois NRC Outreach Coordinators in designing Head Start curricula.</p> <p><u>Qualifications:</u> Comprehensive knowledge of the Russian, East European, and Eurasian region is required for this position; prior outreach experience is preferred.</p> <p><u>Teacher Training:</u> The Outreach GA will gain significant experience in community outreach, K-12 curriculum design, and working in diverse communities, both urban and rural.</p> <p><u>Grant Roles:</u> This position provides diverse perspectives through community engagements that make Russian, East European, and Eurasian Studies more accessible to the general public.</p>
Polish Language Teaching Assistant	<p><u>Duties:</u> The Polish Language Teaching Assistant is responsible for teaching all levels of Polish offered by the University (a total of six courses from POL 101- POL 302). Duties include developing and implementing lesson plans, holding office hours for student support, and grading homework, tests, and other assignments. Lower level courses meet four times per week (4 credit hours per semester), while the 300 level sequence courses (3 credit hours) meet two or three times per week. The TA is expected to work under the direct supervision of Dr. George Gasyna and Dr. Roman Ivashkiv on revised, team-elaborated syllabi which have been developed in close collaboration with Dr. Gasyna over the last 7 years. These syllabi follow key guidelines of the EU-Erasmus foreign language training programs, producing higher levels of proficiency in students exiting the sequence than in years past.</p> <p><u>Qualifications:</u> The TA should be an upper-level PhD student in the Department of Slavic Languages & Literatures and should have advanced proficiency in Polish.</p> <p><u>Teacher Training:</u> This position offers graduate students foundational training as instructors in a language identified as a growth area.</p> <p><u>Grant Roles:</u> This position is an instrumental component of the Polish language program, which continues to enjoy significant popularity, both in light of campus demographics (given the large population of Polish-American students from the Chicago area) and the opportunity for professional training for the future, as Polish is the second most in demand Slavic language.</p>
Russian Heritage Teaching Assistant	<p><u>Duties:</u> The Russian Heritage TA is responsible for teaching a separate section of Russian 201-202 for Heritage Learners of Russian. This section will meet 4 times a week and address the unique needs of heritage learners, who often possess oral fluency</p>

	<p>but lack the fundamentals of grammar and writing skills.</p> <p><u>Qualifications:</u> The TA must possess native proficiency in Russian. The TA is expected to work under the direct supervision of the Language Program Coordinator, Dr. Roman Ivashkiv.</p> <p><u>Grant Roles:</u> This position is instrumental in building capacity in Russian, East European, and Eurasian Studies and LCTLs by attracting and supporting heritage learners of Russian. These students typically continue taking Russian and improving enrollments in upper-level language classes. Moreover, as they often move through the language sequence more quickly, heritage learners are more likely to pursue a major/minor in Slavic Studies or Russian, East European, and Eurasian Studies.</p> <p><u>Teacher Training:</u> This position offers graduate students a unique opportunity to enhance their pedagogical expertise, as teaching heritage learners requires a different methodological approach from teaching Russian as a foreign language.</p>
Russian Proficiency Testing Research Assistant	<p><u>Duties:</u> The Russian Proficiency Testing Research Assistant is responsible for assisting with the development of a C-test alternative to the OPI interview for evaluating the proficiency of students in Russian language. The tests, from the beginner to high intermediate level, have been created but not tested for validity and correlation with OPI. The RA will work with the Slavic Language Program Coordinator to complete this phase, so that the tests can then be used for proficiency evaluation.</p> <p><u>Qualifications:</u> This position requires advanced Russian proficiency and prior Russian teaching experience.</p> <p><u>Teacher Training:</u> The RA will be trained in proficiency testing methods and their application to teaching and will gain valuable experience in evaluation methods.</p> <p><u>Grant Roles:</u> The Russian Proficiency Testing TA builds on 2014-2018 Title VI initiatives to develop LCTL proficiency testing at the University of Illinois. In 2018-2020, the RA will be implementing Russian tests created in 2014-2018.</p>
Slavic Reference Service/Slavic Collections Graduate Assistant (2)	<p><u>Duties:</u> The Slavic Reference Service/Slavic Collections Graduate Assistant is responsible for providing one-on-one research assistance in person and by telephone, email, and chat, assisting with interlibrary loan requests (citation verification, search and retrieve local, regional, and national catalogs and databases), creating research resources (research guides, annotations, bibliographies, etc.), and providing library instruction sessions.</p> <p><u>Qualifications:</u> Graduate Assistants must have working knowledge of at least one Slavic, Baltic, Caucasian, or Turkic language related to Russia, Eastern Europe, and Eurasia along with previous coursework or degrees in Russian, East European, and Eurasian Studies or related fields (such as linguistics). GAs are expected to have a demonstrated interest in reference work, strong communication and social skills, an interest in public service, and prior experience in web design or database design.</p> <p><u>Professionalization:</u> GAs will gain unique experience working with the world famous Slavic Reference Service and develop knowledge of Slavic, East European, and Eurasian collections. Additionally, they will gain experience in assisting researchers from a variety of professions and help to connect scholars and researchers to a best resources on the region. Former GAs have gone on to careers in libraries across the</p>

	<p>nation, including the Library of Congress.</p> <p><u>Grant Roles:</u> This opportunity allows students to develop expertise in area studies training and to provide diverse perspectives to the scholarly community.</p> <p><u>Duties:</u> Slavic Review Editorial Graduate Assistants are responsible for handling books for review, soliciting reviews, and ensuring the timely progress of reviewing as well as assisting with manuscripts, verifying bibliographic references for reviews and articles, and assisting the editor and managing editor with other assignments as they arise.</p> <p><u>Qualifications:</u> This position calls for students with knowledge of key concepts and methods in their respective fields. Students must be detail-oriented and willing to do careful and attentive work. Ideally, GAs should be PhD students in the preliminary examination stage and represent three key areas of scholarship: history, literature, and the social sciences.</p> <p><u>Professionalization:</u> GAs gain unique, specialist knowledge and experience in scholarly publishing at the flagship journal of Russian, East European, and Eurasian Studies and the Association for Slavic, East European, and Eurasian Studies (ASEEES).</p> <p><u>Grant Roles:</u> Through this position, graduate students will gain and refine expertise in area studies, allowing them to contribute their diverse and unique perspectives to the larger academic and scholarly community.</p>
Slavic Review Editorial Graduate Assistant (2)	
Spurlock Museum/College of Education Big History Graduate Assistant	<p><u>Duties:</u> The Spurlock Museum/College of Education Big History Graduate Assistant is responsible for providing curriculum enhancement for history, social studies, and other curricula. Within the Illinois Big History initiative to students in communities throughout central Illinois, the GA will use Spurlock kits to facilitate hands-on engagement with middle school students, demonstrating the real-world implications of topics related to the Big History curriculum.</p> <p><u>Qualifications:</u> The GA must be a graduate student in the College of Education with a demonstrated interest in area studies. Previous museum and/or teaching experience, particularly in a middle school setting, is preferred.</p> <p><u>Teacher Training:</u> The Spurlock Museum/College of Education Big History Graduate Assistant will gain unique and sustained in-classroom experience with middle school students, as well as experience with working in rural communities. The GA will also develop expertise in designing and implementing area studies curricula within a larger, state-wide curricular initiative.</p> <p><u>Grant Roles:</u> This position facilitates collaboration with the College of Education and offers GAs an opportunity to develop skills in teacher training, while internationalizing the local teacher community.</p>
Urbana Afterschool Program: Russian Graduate Assistant	<p><u>Duties:</u> The Urbana Afterschool Russian GA is responsible for assisting with the Afterschool Russian Language Program with Urbana Public Schools and teaching the Russian language to 4th and 5th graders. The Urbana After School Russian GA is expected to work 4-5 hours per week, teaching two 45 minute class periods, with an additional 2-3 hours for classroom preparation.</p> <p><u>Qualifications:</u> The GA must have advanced or native proficiency in Russian, prior experience in teaching the Russian language, and a demonstrated interest in teaching 4th and 5th graders.</p>

Teacher Training: This position offers students an opportunity to increase their pedagogical expertise and to gain unique experience in teaching a LCTL to early learners.

Grant Roles: This position provides early LCTL learning to both urban and rural elementary school students.

Foreign Language Courses									
Course	Course Title	Instructor	Credit Hours	Term	Enrollment 16-17		Enrollment 17-18		Offered 18-19
					U	G	U	G	
Bosnian-Croatian-Serbian									
BCS 101	1st Year Bosnian-Croatian-Serbian I	Pintar	4	FA	4	1	7	1	X
BCS 102	1st Year Bosnian-Croatian-Serbian II	Pintar	4	SP	3	1	4	0	X
BCS 201	2nd Year Bosnian-Croatian-Serbian I	Pintar	4	FA	4	1	2	1	X
BCS 202	2nd Year Bosnian-Croatian-Serbian II	Pintar	4	SP	2	1	5	1	X
BCS 301	3rd Year Bosnian-Croatian-Serbian I	Pintar	3	FA			1	1	X
BCS 302	3rd Year Bosnian-Croatian-Serbian II	Pintar	3	SP			1	1	X
Subtotal Bosnian-Croatian-Serbian: 6					13	4	20	5	0
Bulgarian									
BULG 481	Structure of Modern Bulgarian	Tempest	3	FA					X
REES 390	Independent Study: Bulgarian	Tempest	3	SP			1	0	
Subtotal Bulgarian: 2					0	0	1	0	0
Czech									
CZCH 101	Elementary Czech I	Cooper, Davies Brenier	4	FA		1	1	0	X
CZCH 102	Elementary Czech II	Cooper, Davies Brenier	4	SP					X
CZCH 201	Second-year Czech I	Cooper, Davies Brenier	4	FA					X
CZCH 202	Second-year Czech II	Cooper, Davies Brenier	4	SP	3				X
CZCH 484	Readings in Czech	Cooper, Davis Brenier	3	FA & SP					X
SLAV 591	Independent Study: Czech	Cooper	4	FA & SP		3		2	
Subtotal Czech: 5					3	4	1	2	0
Estonian									
LING 404	Tutorials in Non-Western Lang: Estonian	Gathogo, Mishra, Saadah	4	FA	1	0			
Subtotal Estonian: 1					1	0	0	0	
Georgian									
CIC 500	Intermediate Georgian	Wysocki-Niimi	3	FA & SP					
Subtotal Georgian: 1					0	0	0	0	
German									
GER 331	Intro to German Literature	Wade	3	FA & SP	12	2	12	0	X
GER 332	German Literature and Culture	Suvak, Jenkins	3	FA & SP					X
GER 473	1920s to Today	Jenkins	3	FA	0	3			
GER 496	Special Topics German Studies	Arranged	3	FA, SP & SU					X
GER 496	Special Topics German Studies: Freud-Nietzsche-Kafka	Johnson	3	FA					
GER 496	Special Topics German Studies: Romanticism and Its Afterlives	Johnson	3	SP	1	0			
GER 575	20th C German Studies: 1989: Performing Public Dissent	Pinkert	4	FA			0	5	
GER 575	20thC German Studies: Austrian Literature, 1890-1938	Pinkert	4	FA					
GER 575	20thC German Studies: Thomas Mann & Music	Kinderman	4	FA & SP					X
Subtotal German: 9					13	5	12	5	

			Credit Hours	Term	Enrollment 16-17		Enrollment 17-18		Offered 18-19
Course	Course Title	Instructor			U	G	U	G	
Modern Greek									
GRKM 201	Elementary Modern Greek I	Balci, Katsikas	5	FA			32	2	X
GRKM 202	Elementary Modern Greek II	Katsikas, Kontari, Tzirides	5	SP			7	1	X
GRKM 403	Intermediate Modern Greek I	Balci, Ivanova, Katsikas, Saadeh	4	FA	10				X
GRKM 404	Intermediate Modern Greek II	Ivanova, Katsikas	4	SP	4				X
GRKM 453	Advanced Modern Greek I	Katsikas, Saadeh, Tsiola	3	FA		3		3	X
GRKM 454	Advanced Modern Greek II	Bolaris, Katsikas, Kontari, Saadah	3	SP					X
Subtotal Modern Greek: 6					14	3	39	6	0
Polish									
POL 101	Elementary Polish I	Davies Brenier, Gasyna	4	FA	14	0	10	0	X
POL 102	Elementary Polish II	Gasyna	4	SP	9	2	9	0	X
POL 201	Second Yr Polish I	Gasyna	4	FA	7	1	7	1	X
POL 202	Second Yr Polish II	Gasyna	4	SP	6	1	8	1	X
POL 301	Third-Year Polish I	Gasyna	3	FA					X
POL 302	Third-Year Polish II	Gasyna	3	SP					X
POL 401	Fourth-Year Polish I	Gasyna	3	FA					X
POL 402	Fourth-Year Polish II	Gasyna	3	SP					X
Subtotal Polish: 8					36	4	34	2	
Religion									
REL 401	Gender and Hinduism	Birkenholz	0.75	FA	4	5			X
Subtotal Religion: 1					4	5	0	0	
Russian									
RUSS 101	First-Year Russian I	Ivashkiv	4	FA	39	1	28	3	X
RUSS 101	First-Year Russian I	Ivashkiv	4	SP	6	1			X
RUSS 101	First-Year Russian I	Ivashkiv	4	SU					X
RUSS 102	First-Year Russian II	Ivashkiv	4	SP	31	1	20	2	X
RUSS 191	Freshman Honors Tutorial	Gladney, Tempest	1	FA & SU			0	0	X
RUSS 201	Second-Year Russian I	Ivashkiv	4	FA	24	4	30	1	X
RUSS 202	Second-Year Russian II	Davies Brenier, Ivashkiv	4	SP	17	3	19	1	X
RUSS 290	Readings in Russian	Gladney, Murav, Tempest	1	FA & SU			0	0	X
RUSS 301	Third Year Russian I	Davies Brenier, Ivashkiv	3	FA	9	4	10	1	X
RUSS 302	Third Year Russian II	Davies Brenier, Ivashkiv	3	SP	9	4	9	1	X
RUSS 305	Business Russian	Department	3	SP					X
RUSS 401	Fourth Year Russian I	Ivashkiv	3	FA	4	3	5	1	X
RUSS 402	Fourth Year Russian II	Ivashkiv	3	SP	4	3	2	1	X
RUSS 474	Russian Translation	Ivashkiv	3	FA & SP					X
RUSS 501	Russian for Grad Students I	Ivashkiv	4	FA	0	8	0	6	X
RUSS 502	Russian for Grad Students II	Ivashkiv	4	SP	0	6	0	6	
Subtotal Russian: 16					143	38	123	23	

					Enrollment 16-17		Enrollment 17-18		Offered
Course	Course Title	Instructor	Credit Hours	Term	U	G	U	G	18-19
Linguistics									
LING 404	Tutorials in Non-Western Lang	Saadah	1	FA					
LING 404	Tutorials in Non-Western Lang	Gathogo, Ozcan, Saadah	3	FA			1	1	X
LING 404	Tutorials in Non-Western Lang	Gathogo, Ozcan, Saadah	3	SP					
LING 404	Tutorials in Non-Western Lang	Gathogo, Mishra, Saadah	4	SP	0	3	1	4	
LING 404	Tutorials in Non-Western Lang: Masters Persian Classical Poets	Davis	4	SP					
Subtotal Linguistics: 5					0	3	2	5	0
Slavic									
SLAV 417	11th-17thC Russian Lit & Lang	Davies Brenier	3	SP					X
SLAV 480	Intro to Slavic Linguistics	Department	3	SP					X
SLAV 576	Methods in Slavic Grad Study	Calderwood, Cooper, Kaganovsky	4	FA			0	1	X
Subtotal Slavic: 3					0	0	0	1	0

Course	Course Title	Instructor	Credit Hours	Term	Enrollment 16-17		Enrollment 17-18		Offered 18-19
					U	G	U	G	
Turkish									
TURK 201	Elementary Turkish I	Ozcan, Saadah	5	FA	2	3	1	1	X
TURK 201	Elementary Turkish I	Ozcan, Saadah	5	SU			0	0	X
TURK 202	Elementary Turkish II	Ozcan	5	SP	2	2	2	1	X
TURK 202	Elementary Turkish II	Ozcan	5	SU			0	0	X
TURK 403	Intermediate Turkish I	Ozcan, Saadah	4	FA	2	3	1	1	X
TURK 404	Intermediate Turkish II	Ozcan	4	SP	0	3	2	1	X
TURK 405	Advanced Turkish I	Ozcan, Saadah	3	FA	1	2	0	2	X
TURK 406	Advanced Turkish II	Ozcan	3	SP	1	2	0	2	X
TURK 490	Special Topics in Turkish: Language and Culture in Turkey	Ozcan	3	FA					X
Subtotal Turkish: 9					8	15	6	8	
Ukrainian									
UKR 101	Basic Ukrainian I	Ivashkiv	4	FA	1	1	1	2	X
UKR 102	Basic Ukrainian II	Ivashkiv	4	SP	2	1	1	2	X
UKR 199	Undergraduate Open Seminar	Chumachenko, Gladney, Shtohryn	1	FA					X
UKR 199	Undergraduate Open Seminar	Chumachenko, Gladney, Shtohryn	1	SU			0	0	
UKR 201	Second Year Ukrainian I	Ivashkiv	4	FA	3	1	0	2	X
UKR 202	Second Year Ukrainian II	Ivashkiv	4	SP	2	1	0	2	X
Subtotal Ukrainian: 6					8	4	2	8	
Uzbek									
LING 404	Tutorials in Non-Western Lang: Uzbek	Saadah	4	SP					X
Subtotal Uzbek: 1					0	0	0	0	
Yiddish									
YDSH 101	Beginning Yiddish I	Feldman	4	FA			0	3	X
YDSH 102	Beginning Yiddish II	Feldman	4	SP			0	3	X
YDSH 103	Intermediate Yiddish I	Feldman	4	FA	1	3	0	0	X
YDSH 104	Intermediate Yiddish II	Feldman	4	SP	1	3	0	0	X
Subtotal Yiddish: 4					2	6	0	6	
Total for Slavic Language Courses: 83					245	91	240	71	

Area Studies Courses with Russian, East European, or Eurasian Content

New permanent courses indicated in "RED"; New special topics courses indicated in "Red Italics"; Interdisciplinary courses indicated with asterisk "*". Cross listed courses noted in parentheses.
In order for students to receive credit toward the degree in courses with <100% REEE content the course syllabus must be reviewed by the REEEC director and the student's research must focus on the region.

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
COLLEGE OF AGRICULTURE, CONSUMER, AND ENVIRONMENTAL SCIENCES										
AGRICULTURAL AND CONSUMER ECONOMICS										
ACE 251	The World Food Economy*	Gundersen	25%	FA & SP	3	273	0	206	0	X
ACE 435	Global Agribusiness Management*	Schnitkey	25%	FA	3	143	3	132	0	X
ACE 451	Agriculture in Intl Dev	McNamara	25-50%	SP	3/4	35	0	30	2	X
ACE 455	Intl Trade in Food and Agr	Baylis	25%	FA	3	68	1	62	0	X
ACE 556	Agr Policy and Political Econ	Bullock	25-50%	FA	4					X
Totals of Agricultural and Consumer Economics: 5						519	4	430	2	
AGRICULTURAL, CONSUMER, AND ENVIROMENTAL SCIENCES										
ACES 293	International Internship	Ferguson	25%	FA, SP & SU	0	13	0	0	0	X
ACES 298	International Experience	Blumthal, Chen, Kesler	25%	FA	1	2	0	1	0	X
Totals of Agricultural, Consumer, and Environmental Sciences: 2						15	0	1	0	
CROP SCIENCES										
CPSC 116	The Global Food Production Web*	Bohn	25%	SP	3	190	0	166	0	X
Totals of Crop Sciences: 1						190	0	166	0	
HUMAN DEVELOPMENT AND FAMILY STUDIES										
HDFS 220	Families in Global Perspective	Ferguson	25%	FA & SP	3	194	0	191	0	X
Totals for Human Development and Family Studies: 1						194	0	191	0	
NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE										
NRES 109	Global Environmental Issues	Hodson	25%	FA & SP						X
Totals for Natural Resources and Environmental Science: 1						0	0	0	0	
Totals for College of ACES: 10						918	4	788	2	
COLLEGE OF BUSINESS										
ACCY 554	International Taxation	Engle	25%	FA	4		22		26	X
ACCY 571	Stat Analyses for Accountancy	Brunner, Lu	25%	FA	3		40	0	138	X
Totals for Accountancy: 2						0	62	0	164	
BUSINESS										
BADM 380	International Business	Bucheli, Clougherty	50%	FA, SP, SU & W13		318	0	341	0	X
BADM 381	Multinational Management	Yao	25%	FA & SP	3	57	0	73	0	X
BADM 382	International Marketing	Koo	25%	FA & SP	3	74	0	82	0	X
BADM 584	Global Marketing	Torelli	25%	SP	4	0	48	0	54	X
BADM 586	Intl Comparative Management	Martinez	25%	FA & SP	4	0	58	0	83	X
BADM 590	Seminar in Business Admin	Arranged	25%	FA, SP & SU	0-4	0	2577	6	3386	X
Totals for Business Administration: 6						449	2683	502	3523	

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
FINANCE										
FIN 451	Intl Financial Markets	Hackbarth	25%	SP	3					X
FIN 551	International Finance	Chan	25%	SP	4	0	44	0	16	X
Totals for Finance: 2						0	44	0	16	
Totals for College of Business:										
COLLEGE OF MEDIA										
ADVERTISING										
ADV 476	Global Advertising	Nelson	25%	FA	3					X
ADV 550	Foundations of Advertising	Sar	25%	FA	3	0	8	0	11	X
Totals for Advertising: 2						0	8	0	11	0
STUDIES										
MACS 261	Survey of World Cinema I	Long	25%	FA	3	69	0	51	0	X
MACS 262	Survey of World Cinema II	Long	25%	SP	3	33	0	44	0	X
MACS 389	International Communications	Ju, Valdivia, Grosse, Prieto	25%	FA & SP	3	31	0	36	0	X
MACS 410	Media Ethics	Chan	25%	FA & SP	3/4					X
MACS 504	Theories of Cinema	Oyallon-Koloski	25%	SP	4			0	7	X
Totals for Media Studies: 5						133	0	131	7	
JOURNALISM										
JOUR 470	International Reporting				3					X
Totals for Journalism: 1						0	0	0	0	
Totals for College of Media: 8										
COLLEGE OF EDUCATION										
CURRICULUM AND INSTRUCTION										
CI 448	Teaching Elementary Social Studies	Parsons	25%	SP	3		20		20	
CI 450	Teaching Elementary Science	Krist	25%	FA	3					X
CI 452	Social Science as Action and Inquiry	Hug	25%	FA	3					X
Totals for Curriculum and Instruction: 3										
EDUCATIONAL POLICY										
EPS 403	European Education to 1600	Michalove	25%		2					X
EPS 424	Economics of Education	Peters	25%		2					X
EPS 325	Social Media and Global Change (IS 490)*	Duffy	25%	FA & SP	3					X
EPS 426	Comparative Education	Department	25%		2					X
EPS 530	Education and Globalization*	McCarthy	33%	FA	4			0	31	X
EPS 533	Global Youth & Citizenship	Herrera	25%	FA	4	0	53	1	68	X
EPS 530	Education and Globalization*	McCarthy	33%	SP	4	0	46			X
Totals for Educational Policy Studies: 7						0	99	1	99	
EDUCATIONAL										
EPSY 515	Multicultural Counseling	Neville	25%	SP	4		4			X
Total for Educational Psychology: 1						0	4	0	0	0

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
HUMAN RESOURCE										
HRE 536	International HRD	Li	25-50%	FA & SP	4	0	4	2	7	X
Totals for Human Resource Education: 1						0	4	2	7	0
Totals for College of Education: 12										
COLLEGE OF ENGINEERING										
ENG 191	International Dimensions of Engineering	Finis, Ravaioli	25-50%	FA	1					X
ENG 299	Engineering Study Abroad	Finis, Blumthal	25-100%	FA, SP & SU	1	232		238		X
ENG 471	Seminar Energy & Sustainable Engineering	Abelson, Singer	25%	FA & SU	1		76		73	X
Totals for Engineering						232	76	238	73	
NUCLEAR, PLASMA, AND RADIATION ENERGY										
NPRE 480	Energy and Security (GLBL 480, PS 480)*	Singer	25-50%	SP	3	1		25	4	X
NPRE 481	Writing on Technology & Security (GLBL 481)*	Roy	25-50%	FA & SP	3/4	29	0	24	1	X
NPRE 483	Seminar on Security (GLBL 483)*	Singer	25-50%	FA & SP	1	28	6	38	1	X
NPRE 498	Special Topics: Security Studies	Singer	25%	FA				2	0	X
Totals for Nuclear, Plasma, and Radiation Energy: 4						58	6	89	6	
PHYSICS										
PHYS 280	Nuclear Weapons & Arms Control (GLBL 280)*	Geringer, Grosse Perdekamp,	50%	SP	3	58	0	67	0	X
Totals for Physics: 1						58	0	67	0	0
Totals for College of Engineering: 7						348	82	394		
COLLEGE OF FINE AND APPLIED ARTS										
ARCHITECTURE										
ARCH 411	Ancient Roman Architecture	Senseney	40%	FA	3			38	3	X
ARCH 511	Seminar in Ancient Arch	Senseney	40%	FA	3	0	1	0	3	X
Totals for Architecture: 2						0	1	38	6	0
ART HISTORY										
ARTH 111	Ancient to Medieval Art (MDVL 512)	Senseney	33%	SP	4			76	0	X
ARTH 222	Medieval Art	Marina	33%	FA	3	10	0			X
ARTH 241	Twentieth-Century European Art: 1880-1940	Maulhearn	33%	SP	3					X
ARTH 242	Art Since 1940	Romberg	50%	SP	3/4	28	0			X
ARTH 257	History of Photography	Romberg	25%	FA & SP	3	48	0	33	0	X
ARTH 445	European Art Between the Wars	Carbonell-Coll, Small	50%	FA	3					X
ARTH 446	Art Since 1940	Gonzalez	25%	SP	4					X
ARTH 541	Seminar in Modern Art	Romberg	25%	FA & SP	4	0	4			
ARTH 546	Seminar in Contemporary Art	Weissman	25-75%	FA & SP	4	0	10			
Totals for Art History: 9						86	14	109	0	
DANCE										
DANC 240	Dance History I	Johnston	25%	FA	3	13	0	18	0	X
Totals for Dance: 1						13	0	18	0	

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
LANDSCAPE										
LA 314	History of World Landscapes (ARCH 314)	Deming	25%	SP & SU	3					
LA 314	History of World Landscapes (ARCH 314)	Kraszewska	25%	SP & SU	3/4	139	2	134	1	X
LA 513	History of World Landscapes (ARCH 510)	Kraszewska	25%	SP	4	0	14	0	18	X
Totals for Landscape Architecture: 3						139	16	134	19	
MUSIC										
MUS 110	Introduction to Art Music: International Perspectives	Silvers	25%	FA	2	105	0	115	0	X
MUS 133	Introduction to World Music	Tsekouras	25%	FA & SP	3	770	0	760	0	X
MUS 252	Ethnomusicology Performance Ensembles: Balkanalia	Buchanan	100%	FA & SP	1	0	1	1	0	X
MUS 416	Anthropology of Music	Silvers	25%	FA & SP	3	9	2			X
MUS 418	Regional Studies in Musicology	Tsekouras	25%	FA & SP	3			3	5	
MUS 418	Regional Studies in Musicology: Music of the Southern Balkans	Buchanan	100%	FA	3					X
MUS 450	Advanced Ensemble Music: Balkanalia	Buchanan	100%	FA & SP	1			0	11	X
MUS 523	Seminar in Musicology	Buchanan, Silvers	25-100%	FA & SP	4	0	7	0	14	
MUS 523	Seminar in Musicology: Music in Migration Exile Diaspora	Praeger	25%	SP	4	1	6			
MUS 523	Seminar in Musicology: Music, Gender, and Sexuality	Silvers	25%	FA	4	0	14			
MUS 523	Seminar in Musicology: Musical Nationalism	Buchanan	50-75%	FA	4					X
Totals for Music: 11						885	30	879	30	
THEATRE										
THEA 208	Dramatic Analysis: Script Analysis	Robinson	25%	FA	3	42	0	49	0	
THEA 262	Literature of Modern Theatre	Jenkins	25%	SP	3	46	0	52	0	X
		Bunch, Davis, Jenkins,								
THEA 360	History of Theatre I	Prendergast, Thiel	25%	FA	4	34		36		X
THEA 361	History of Theatre II	Davis, Epplett, Hsieh, Thiel	25%	SP	4	36		31		X
THEA 467	Contemporary Theatrical Forms	Robinson	25%	FA & SP	3					X
Totals for Theater: 5						158	0	168	0	
URBAN AND REGIONAL PLANNING										
UP 494	Special Topics in Planning: Civic Tech and the Digital City	Wilson	25%	FA	4	0	15	6	11	
UP 494	Special Topics in Planning: Community Engagement in Planning	Harwood	25%	FA & SP	4	4	10	3	12	
UP 494	Special Topics in Planning: Race, Space and the Global City	Salo	25%	FA	4	2	4	1	2	
Totals for Urban and Regional Planning: 3						6	29	10	25	0
Totals for College of Fine and Applied Arts: 34						1287	90	1356	80	
COLLEGE OF LAW										
LAW										
LAW 655	European Union Law	Soares De Oliveira	50%	FA & SP	2					X
LAW 656	International Law	Boyle	25-50%	FA	3/4	0	53	0	36	X
LAW 657	International Human Rights Law	Boyle	25-50%	FA & SP	3/4	0	34	0	27	X
LAW 798	Comparative Analysis of Legal Practices	Kesan, Wilson	25%	FA, SP & SU	1	0	7	0	3	
LAW 798	Seminars: Religious Tolerance	Kar	25%	FA	3			0	11	
LAW 798	Seminars: Transitional Justice	Murphy	25%	SP	3			0	10	
LAW 798	Seminars: Sports Law Seminar	Thomas	25%	SP	4	0	12	0	16	
Totals for Law: 7						0	106	0	103	

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
Totals for College of Law: 7						0	106	0	103	
COLLEGE OF LIBERAL ARTS AND SCIENCES										
ANTHROPOLOGY										
ANTH 102	Human Origins and Culture	Lucero, Shackleford	25%	FA	4	30	0	29	0	X
ANTH 175	Archaeology and Pop Culture	Silverman	25%	SP	3	36	0	16	0	X
ANTH 209	Food, Culture, and Society (SOC 209)	Manalansan	25%	SP & SU	3	187	1	155	0	X
ANTH 225	Women in Prehistory (GWS 225)	Carter	33%	FA	3					X
ANTH 262	Women's Lives	Gotlieb	25%	FA	3					X
ANTH 268	Images of the Other	Gotlieb	25%	FA	3					X
ANTH 278	Climate Change & Civilization	Lucero	25%	SP	3	14	0			X
ANTH 290	Jewish Cultures of the World*	Department	50%	FA	3					X
ANTH 358	People of the Ice Age	Ambrose	33%	SP	3			15	0	X
ANTH 362	Body, Personhood, and Culture	Farnell	25%	SP	3	24	0			X
ANTH 399	Special Topics: Economy, Business & Society	Orta	25%	FA	3					X
ANTH 399	Special Topics: Environmental Anthropology	Mehta	25%	SP	3			3	0	
ANTH 399	Special Topics: ISID Travel	Orta	25%	FA	3	1	0			
ANTH 402	Transnational Islam, Europe-US (ASST 402, RLST 409)*	Saul	33%	SP	3/4	7	2			X
ANTH 488	Modern Europe	Greenberg	50%	FA	4					X
ANTH 499	Topics in Anthropology: Evolutionary Theory	Roseman	25%	FA & SP	4	2	8			
ANTH 499	Topics in Anthropology: Household Archaeology	Carter	25%	SP	4	5	3			
ANTH 499	Anthropology of Informatics*	Manalansan	25-50%	SP	4					X
ANTH 502	Ethnicity and Nationalism	Orta	25%	FA						X
ANTH 515	Seminar in Anthropology: Cultures of Capitalism	Orta	25%	FA	2			0	4	
ANTH 515	Seminar in Anthropology: Anth Social Theory II	Greenberg	25%	SP				0	8	
ANTH 515	Seminar in Anthropology: Health & Gender	Dominguez	25%	FA		0	4			
ANTH 515	Seminar in Anthropology: Anthropology of Home	Manalansan	25%	FA		0	12			X
ANTH 515	Seminar in Anthropology: Human Rights	Harrison	25%	SP		0	2			
ANTH 515	Seminar in Anthropology: Immigrants, Refugees & Asylum	Rosas	25%	SP				0	1	
Totals for Anthropology: 25						306	32	218	13	
ATMOSPHERIC SCIENCES										
ATMS 140	Climate and Global Change (ESES 140)*	Nesbitt	25%	FA & SP	3	131	0	166	1	X
Totals for Atmospheric Sciences: 1						131	0	166	1	
CLASSICS										
CLCV 221	The Heroic Tradition (CWL 263)	Burns	25%	FA & SP	3			33		X
Totals for Classics: 1						0	0	33	0	
COMMUNICATION										
CMN 232	Intro to Intercultural Communication*	Koven, Moga	25%	FA & SP	3	106		110		X
Totals for Communication: 1						106	0	110		
COMPARATIVE AND WORLD LITERATURE										
CWL 151	Cross-Cultural Thematics*	Sanders	25%	SP & SU	3	7	0	0	0	
CWL 151	Cross-Cultural Thematics: Dystopian Fiction	Anderson Bliss	25%	FA	3	22	0	25	0	X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
CWL 151	Cross-Cultural Thematics: Dystopian Literature	Anderson Bliss	25%	SP	3					X
CWL 151	Cross-Cultural Thematics: Migrant Stories	Ezkerra Vegas	25%	FA	3	7	0			
CWL 205	Islam & West Through Lit*	Blake	25-50%	SP	3					X
CWL 502	Methods of Comparative Lit	Harris	25-50%	SP	4					X
CWL 571	Seminar in Literary Relations	Murav	25%	FA	4	0	10			X
CWL 571	Seminar in Literary Relations: Seminar Literary Theory	Hassan	25%	SP	4			0	2	
Totals for Comparative and World Literature: 8						36	10	25	2	
CZECH										
CZCH 199	Undergraduate Open Seminar	Cooper, Gladney	100%	SU	1					X
Totals for Czech: 1						0	0	0	0	0
ECONOMICS										
ECON 420	International Economics	Arango Izasa, d'Almeida	25-50%	FA & SP	3/4	76	5	63	0	
ECON 450	Development Economics	Akresh, Veras De Paiva	33%	FA, SP & SU	2-4	163	3	67		X
ECON 551	Topics in Development Econ	Akresh	25-50%	FA	4	0	17	0	6	X
ECON 590	Individual Study and Research: Topics in Labor Economics	Forsythe	25%	FA	4					X
ECON 590	Individual Study and Research: International Macroeconomics	Howard	25%	FA	4					X
ECON 590	Individual Study and Research: International Trade	Das	25%	SP	4	0	5			
ECON 590	Ind Study and Research: Labor Market Regs Around the World	Sun	25%	SU	4			0	3	
ECON 590	Individual Study and Research: Regional Economics	Hewings	25%	SP	4	0	23	0	31	
Totals for Economics: 8						239	53	130	40	
ENGLISH										
ENGL 112	Literature of Global Culture	Engstrom, Sullivan	25%	FA & SP	3					X
ENGL 202	Medieval Lit and Culture	Wright	25%	FA & SP	3	26	0	58	0	X
ENGL 284	Modern Jewish Literature	Kaplan	25%	FA						X
ENGL 455	Major Authors: Tolstoy	Sobol	100%	FA	3	8	0			
ENGL 455	Major Authors: Danielewski, Code & Writ Tech	Byrd	25%	FA	3/4	3	2			
ENGL 455	Major Authors: Weird Writers	Loughran	25%	FA & SP	4	20	2	13	4	
Totals for English: 6						57	4	71	4	
EUROPEAN UNION										
EURO 415	Europe and the Mediterranean	Rota	50%	FA & SP	3/4	38	8	51	8	X
EURO 490	Special Topics in EU Studies: Eastern Europe and EU Integration	Leff	100%	FA	3					X
<i>EURO 490</i>	<i>Special Topics in EU Studies: Eastern Europe and EU Integration</i>	<i>Cooper</i>	<i>100%</i>	<i>SP</i>	<i>4</i>	<i>13</i>	<i>1</i>			
<i>EURO 490</i>	<i>Special Topics in EU Studies: Council of the European Union</i>	<i>Vander Most</i>	<i>25-100%</i>	<i>SP</i>	<i>1</i>	<i>6</i>	<i>0</i>	<i>5</i>	<i>4</i>	
Totals for EU Studies: 4						57	9	56	12	
FRENCH										
FR 418	Language & Minorities in Europe	Fagyal	25-75%	SP	3/4	51	8			X
Totals for French: 1						51	8	0	0	0
GEOGRAPHY										
GEOG 106	Geographies of Globalization	Planey, Wang	25-50%	FA & SP	3	170	0	208	0	X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
GEOG 204	Cities of the World	Kallipeni	25%	FA, SP, SU & WI	3	150	0	159	0	X
GEOG 221	Geographies of Global Conflict	Jefferson	25%	FA & SP	3	127	1	1	43	X
GEOG 310	Political Geography	Flint	25%	FA & SP						X
GEOG 466	Environmental Policy	Lavey	25%	SP	3/4	53	6			
Totals for Geography: 5						500	7	368	43	
GERMANIC LANGUAGES AND LITERATURE										
GER 250	Grimms' Fairy Tales - ACP	Malekin	25-50%	FA, SP & SU	3	23	0	39	0	X
GER 251	Grimms' Fairy Tales in Context	Johnson	25-50%	FA & SP	3	71	0	71	0	X
GER 260	The Holocaust in Context - ACP	Hilger	50%	FA, SP & SU	3	41	0			X
GER 261	The Holocaust in Context	Wade	50%	FA & SP	3					X
GER 420	German Cultural History	Niekerk	33%	FA & SP	4	8		15	0	X
GER 493	German Cinema I	Wade	50%	FA & SP	3			7	4	X
GER 494	German Cinema II	Watzke	50%	SP	3					X
Totals for German: 7						143	0	132	4	
GLOBAL STUDIES										
GLBL 100	Intro to Global Studies*	Wedig, Kohli, Gresh, Fogelman	25-50%	FA & SP	3	279		250		X
Totals for Global Studies: 1						279	0	250	0	0
HISTORY										
HIST 100	Global History	Ghamari-Tabrizi, Osei, Ito	25-50%	FA, SP & SU	3	409	3	342	3	X
<i>HIST 101</i>	<i>History Now!: A Century of Revolutions</i>	<i>Greenberg, Steinberg</i>	<i>50%</i>	<i>FA</i>	<i>3</i>			<i>67</i>	<i>0</i>	<i>X</i>
<i>HIST 101</i>	<i>History Now!: Panama Papers & Global History of Money Laundering</i>	<i>Ali</i>	<i>25%</i>	<i>SP</i>	<i>3</i>	<i>26</i>	<i>0</i>	<i>31</i>	<i>0</i>	<i>X</i>
HIST 142	Western Civilization Since 1660	Fritzsche	33%	FA & SP	3	128	0	129	0	X
HIST 200	Intro to Historical Interpretation	Asaka, Mumford	25%	FA & SP	3	111	0	106	1	X
HIST 247	Medieval Europe	Navalesi/Brinks	50%	FA & SP	3	23	0	24	0	X
HIST 252	The Holocaust	Fritzsche	50%	FA & SP	3	58	0	53	0	X
HIST 258	20thC World to Midcentury	Chaplin, Fritzsche, Harris	75%	FA & SP	3	67	0			X
HIST 259	20thC World from Midcentury	Ali	50%	FA & SP	3	82	0	44	0	X
<i>HIST 260</i>	<i>History of Russia</i>	<i>Koenker</i>	<i>100%</i>	<i>FA & SP</i>	<i>3</i>	<i>36</i>	<i>1</i>			<i>X</i>
<i>HIST 268</i>	<i>The Darwinian Revolution</i>	<i>Micale</i>	<i>25%</i>	<i>SP</i>	<i>3</i>	<i>21</i>	<i>0</i>	<i>9</i>	<i>0</i>	<i>X</i>
HIST 269	Jewish History Since 1700	Avrutin	50%	FA, SP & SU	3			57	1	X
HIST 274	US & World Since 1917	Hoganson	25%	FA & SP	3			54	0	X
HIST 300	Topics in Film and History: Film and the Cold War	Sanchez	100%	SU	3	11	0			
<i>HIST 339</i>	<i>The Early Russian Empire</i>	<i>Randolph</i>	<i>100%</i>	<i>SP</i>	<i>3</i>	<i>28</i>	<i>0</i>			<i>X</i>
HIST 345	Medieval Civilization	Symes	35%	SP	3					X
HIST 350	19thC Romanticism and Politics	Liebersohn	33%	SP	3			11	0	X
HIST 352	Europe in the World	Crowston/Mandru	33%	SP	3					X
HIST 353	European History 1918 to 1939	Laut	50%	FA & SP	3					X
HIST 354	Twentieth Century Europe	Todorova	50%	FA & SP	3	24	0	26	0	X
<i>HIST 355</i>	<i>Soviet Jewish History</i>	<i>Avrutin</i>	<i>100%</i>	<i>FA & SP</i>	<i>3</i>			<i>23</i>	<i>1</i>	<i>X</i>
HIST 396	Special Topics: Eurasia	Hitchins	100%	FA		13	0	8	0	
<i>HIST 396</i>	<i>Special Topics: Russian Revolutions</i>	<i>Steinberg</i>	<i>100%</i>	<i>SP</i>	<i>3</i>	<i>8</i>	<i>0</i>			

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
HIST 400	War, Soc, Politics & Culture	Fritzsche	25-50%	FA & SP	3/4	18	2	31	1	
HIST 433	History of Jews in Diaspora	Avrutin	50%	FA & SP	3/4			11	0	X
HIST 439	The Ottoman Empire	Todorova	100%	FA & SP	2-4	22	1	18	4	X
HIST 450	European Working Class History	Koenker	100%	FA	2-4	31	1			X
HIST 456	Twentieth-Century Germany	Fritzsche	33%	FA & SP	3					X
HIST 461	Russia- Peter the Great to Rev	Steinberg	100%	FA	2-4					X
HIST 462	Soviet Union Since 1917	Koenker	100%	SP	2-4					X
HIST 463	Modern Balkans thru Lit and Film	Todorova	100%	SP	3/4			7	5	X
HIST 466	The Balkans	Hitchins	100%	FA & SP	3/4	25	3	5	2	X
HIST 467	Eastern Europe	Hitchins	100%	SP	3/4	10	2	7	0	X
HIST 498	Research and Writing Seminar	Hitchins/Micale	50%	FA & SP	3	67	0	63	0	X
HIST 502	Prob in Comparative History	Rabin	25%	FA & SP	4	0	9			
HIST 502	Prob in Comparative History: Comparative Nationalism	Todorova	50%	FA	4	0	17			
HIST 502	<i>Prob in Comparative History: Religion & State</i>	<i>Cuno</i>	25%	<i>FA</i>				0	7	<i>X</i>
HIST 502	<i>Prob in Comparative History: The Digital Document</i>	<i>Randolph</i>	25%	<i>FA</i>	4			0	9	
HIST 502	Prob in Comparative History: Wars and Their Legacies	Reagan	25%	FA	4	0	10			
HIST 550	Prob Early Mod European Hist	Crowston	50%	FA & SP	4	0	10			
HIST 551	Problems in Euro. History Since 1789	Avrutin	50%	FA & SP	4			0	13	
HIST 552	European Seminar Since 1789	Micale	25%	SP	3	0	13			
HIST 560	Problems in Russian History: Modern Russia, 1801-1917	Steinberg	100%	FA	4	0	10			X
HIST 560	Problems in Russian History: Top. in Hist of Soviet Union	Koenker	100%	SP	4	1	11			
Totals for History: 44						1219	93	1126	47	
LIBERAL ARTS AND										
LAS 299	LAS Study Abroad*	Department	25-50%	FA & SU	3	297		314		X
Totals for LAS: 1						297	0	314	0	0
LINGUISTICS										
LING 111	Language in Globalization	Bhatt	25-50%	FA & SP	3	270		274		X
Totals for Linguistics: 1						270	0	274	0	
PHILOSOPHY										
PHIL 411	19th Century Philosophy	Newton	25%	SP	3					X
Totals for Philosophy: 1						0	0	0	0	0
POLISH										
POL 115	Intro to Polish Culture	Gasyna	100%	FA & SP	3	30	0	40	0	X
POL 199	Undergraduate Open Seminar	Gladney	100%	FA & SU	1			0	0	X
POL 245	Survey of Polish Literature	Gasyna	100%	FA & SP	3					X
POL 446	Problems of Polish Literature	Gasyna	100%	SP	3	6	2			X
Totals for Polish: 4						36	2	40	0	0
POLITICAL SCIENCE										
PS 240	Introduction to Comp Politics	Leff	25-50%	FA & SP	3	101	0	143	0	X
PS 280	Introduction to International Relations	Grossman	25-50%	FA & SP	3	422	0	349	0	X
PS 280	Introduction to International Relations	Grossman	25-50%	SU	3	24	1	6	0	X

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						U	G	U	G	
PS 282	Governing Globalization	Kourtikakis	50%	SP	3	21	0	93	0	X
PS 283	Intro to Intl Security*	Lassi, Powers, Rudkevich	25-50%	FA & SP	3			17		X
PS 300	Special Topics: Civil Wars (PS 589)	Prorok	25%	FA	3/4			18	0	X
PS 300	Special Topics: Comparative Communist Regimes	Leff	75%	SP	3			19	0	
PS 300	Special Topics: Eastern Eur & EU Integration	Cooper/Gasyna/Leff	100%	FA & SP	3	4	0			X
PS 300	Euro Union & Gov in Vienna	Kourtikakis	25-50%	SP	3			17	0	
PS 300	Special Topics: Europe and Globalization	Murray	25%	SU	3	9	0			
PS 300	Special Topics: Human Rights	Rumsey	25%	FA	3	18	0			
PS 300	Special Topics: Political Organizations	Sin	25%	FA & SP	3	16	0			
PS 300	Special Topics: Terrorism	Lynn	25%	FA & SP	3	35	0	50	0	
PS 300	Special Topics: WWI & IR Theory	Vasquez	50%	FA & SP	3			17	0	
PS 351	Government & Politics Post-Soviet States	Leff	100%	SP	3	20	0			X
PS 352	Government & Politics of East Europe	Leff	100%	FA	3	18	0			X
PS 355	Democratization	Canache	50%	FA	3	15	0	15	0	X
PS 357	Ethnic Conflict	Leff	50%	SP	3			25	0	X
PS 380	International Cooperation	Dai	50%	FA	3			17	0	X
PS 382	International Political Economy	Hastings	25%	SP & FA	3					X
PS 384	Politics of Globalization	Clare	33%	SP & FA	3					X
PS 385	Politics of the European Union	Kourtikakis	33%	FA & SU	3	41	0	38	0	X
PS 386	International Law	Rumsey	33%	SP	3	70	0			X
PS 387	National Security Policy	Grossman	25%	FA	3			17	0	X
PS 390	American Foreign Policy	Grossman	25%	FA & SP	3	81	0	36	0	X
PS 394	Crisis Diplomacy	Vasquez	25%	FA, SP & SU	3/4	19	0	20	0	X
PS 543	Global Democratization	Cheibub	25-75%	FA & SP	4					X
PS 545	Politics of Post-Soviet States	Leff	100%	SP	4					X
PS 549	Topics in Comparative Politics: Authoritarianism	Chaudoin	100%	SP	4	0	11			
PS 549	Topics in Comp Politics: Corruption	Winters	25%	FA	4			1	2	
PS 549	Topics in Comp Pol: Ethnic Politics and Conflict	Leff	75%	FA	4	0	13			X
PS 549	Topics in Comp Pol: Comparative Political Economy	Winters	75%	FA	4					X
PS 581	International War	Diehl	50%	FA & SP	4					X
PS 582	International Political Economy	Chaudoin	33%	FA	4	0	12			X
PS 583	International Organizations	Hendrickson	33%	FA & SP	4					X
PS 589	Topics in International Relations: Dem Gov in a Global Setting	Pahre	25%	FA	4	0	4			
PS 589	Topics in International Relations: Human Rights	Chaudoin	50%	SP	4			0	12	
PS 589	Topics in International Relations: Civil Wars	Prorok	25%	FA	4					X
Totals for Political Science: 38						914	41	898	14	0
RELIGION										
REL 110	World Religions	Dann	25%	FA, SP & SU	3	958	0	898	0	X
REL 120	A History of Judaism	Weiss	25%	FA & SP	3	24		39		X
REL 121	Introduction to Christianity	Layton	25%	SP	3	16	0			X
REL 213	Intro to Islam - ACP	Department	25%	FA	4					X
REL 214	Introduction to Islam	Hoffman	25%	FA & SP	3	10	0	40	0	X
REL 223	The Qu'ran (Koran)	Dann	25%	FA & SP	3	20		18		X
REL 242	Holocaust Religious Response	Department	50%	FA	3					X
REL 260	Mystics and Saints in Islam	Hoffman	25%	SP	3					X

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						U	G	U	G	
REL 403	Women in Muslim Societies	Hoffman	33%	SP	3/4	31	4			X
REL 408	Islam and Politics in the Middle East	Hoffman	25%	FA & SP	3/4			31	2	X
REL 481	Muslim Ethics in Global Age	Hoffman	50%	FA	3/4	2	7			X
REL 482	Muslim-Christian Interactions	Hoffman	25-50%	FA	3/4					X
REL 494	Topics in Religious Thought	Dann, Mayer	25%	FA & SP	4	1	0	0	1	
REL 496	Topics in History of Judaism	Arranged	25%	FA & SP	3/4	1	1		2	
REL 496	Topics in History of Judaism: Readings in Rabbinic Midrash	Weiss	25%	FA	4			0	2	
Totals for Religion: 15						1063	12	1026	7	0

RUSSIAN, EAST EUROPEAN, EURASIAN STUDIES

		Marshall, Richardson, Pollack-Lagushenko								
REES 200	Intro to Russia and Eurasia	Lagushenko	100%	FA	3	7	0	4	0	X
REES 201	Intro to Eastern Europe	Pintar, Tipei	100%	SP	3	15	0	27	0	X
REES 296	<i>Special Topics: The Human Experience (SLAV 199)</i>	Pintar	75%	SP	3					X
REES 390	Individual Study or Research	Arranged	10000%	FA, SP & SU	3			3	0	X
REES 493	Honors Senior Thesis	Arranged	100%	FA, SP & SU	3	2	0	1		X
REES 495	Senior Seminar	Pintar	100%	FA	3	1	0	3	0	X
REES 496	<i>GenTech, SocNet, Re-Image Race (EURO 490/SOC 396)</i>	Pintar	100%	SP	3					
REES 550	Seminar in REEE Studies	Pintar	100%	FA	4	0	3	0	5	X
REES 590	Individual Study or Research	Arranged	100%	FA, SP & SU	1	0	5	0	5	X
REES 596	<i>GenTech, SocNet, Re-Image Race (INFO 490/590 and REES 496)</i>	Pintar	75%	SP	4	0	3			
REES 596	Eastern Europe and EU Integration (EURO 490/590 and REES 496)	Cooper	100%	SP	4	0	1			
REES 599	Thesis Research	Arranged	100%	FA, SP & SU	0	0	8	0	3	X
Totals for REES: 12						25	20	38	13	0

RUSSIAN

RUSS 115	Introduction to Russian Culture (REES 116)	Tempest	100%	FA & SP	3	33	0	20	0	X
RUSS 199	Undergraduate Open Seminar	Arranged	100%	FA & SU	1	1	0	0		X
RUSS 199	Undergraduate Open Seminar: First-Year Russian I Intensive	Davies Brenier, Ivashkiv	100%	SP	2	6	1			
RUSS 219	Russian Cinema Survey	Kaganovsky	100%	FA	3			18	0	X
RUSS 220	Golden Age of Russian Lit	Sobol, Sroka	100%	FA & SP	3	19	0	27	0	X
RUSS 225	Russian Lit and Revolution	Finke	100%	FA & SP	3	23	0			X
RUSS 260	Medicine & Russian Literature	Finke	100%	SP	3					X
RUSS 320	Russian Writers: Russian Writers - Pushkin	Sobol	100%	SP	3	4	0			
RUSS 320	Russian Writers: Russian Writers - Solzhenitsyn	Tempest	100%	FA	3					X
RUSS 322	Dostoevsky	Murav	100%	FA & SP	3	16	1			X
RUSS 323	Tolstoy	Sobol	100%	FA	3	12	0			
RUSS 325	Chekhov	Finke	100%	FA & SP	3			1	1	X
RUSS 335	Nabokov	Kaganovsky	100%	FA						X
RUSS 418	18th Century Literature	Sobol	100%	FA	3/4	2	5			X
RUSS 424	Russian Modernism	Sobol	100%	FA & SP	3					X
RUSS 438	Modern Russian Poetry	Jurjew	100%	FA & SP	3					X
RUSS 444	Problems in Romanticism (CWL 444)	Sobol	100%	FA & SP	3					X
RUSS 445	Problems in Realism	Finke	100%	SP	3					X
RUSS 460	Russian Culture Studies	Tempest	100%	SP	3/4	2	4			X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 16-17		Enrollment 17-18		Offered 18-19
						U	G	U	G	
RUSS 465	Russian-Jewish Culture	Murav	100%	FA	3/4			1	5	X
RUSS 466	Russian Women's Writing	Sobol	100%	FA & SP	3					X
RUSS 511	Russian Literature 1800-1855	Cooper, Sobol	100%	FA	4					X
RUSS 512	Russian Literature 1855-1905	Tempest	100%	SP	4					X
RUSS 520	Russian Writers: Russian Writers - Chekhov	Finke	100%	FA & SP	4			0	5	
RUSS 520	Russian Writers: Solzhenitsyn	Tempest	100%	FA	4					X
RUSS 521	Gogol	Cooper	100%	FA & SP	4					X
RUSS 522	Dostoevsky	Murav	100%	SP	4	0	2			
RUSS 535	Nabokov	Kaganovsky	100%	FA	4			0	6	X
Totals for Russian: 28						118	13	67	17	0
BOSNIAN-CROATIAN-SERBIAN										
BCS 115	South Slavic Cultures	Pintar	100%	FA	3	43	0	48	0	X
BCS 215	<i>Yugoslavia and After</i>	<i>Pintar</i>	<i>100%</i>	<i>SP</i>	<i>3</i>	<i>14</i>	<i>0</i>			<i>X</i>
Totals for BCS: 2						57	0	48	0	0
SLAVIC										
SLAV 117	Russ & East European Science Fiction*	Tempest	100%	FA, SP & SU	3	10	0	11	0	X
SLAV 120	Russ & East European Folk Tales	Cooper	100%	SP	3			14	0	X
SLAV 199	Undergraduate Open Seminar	Arranged	100%	FA	1	1	0	0	0	X
SLAV 277	Slavic Literature Survey*	Cooper	100%	FA	3					X
SLAV 399	Adv Undergraduate Open Seminar: Independent Study	Gasyna	100%	FA & SP	1-3			2	0	X
SLAV 399	<i>Adv Undergraduate Open Seminar: Life and Times of Vladimir Putin</i>	<i>Tempest</i>	<i>100%</i>	<i>SP</i>	<i>3</i>			5	0	
SLAV 419	Russian & East European Film*	Kaganovsky	100%	FA & SP	3					X
SLAV 430	History of Translation (TRST 431)	Cooper		FA	3/4	10	2			X
SLAV 452	Slavic Cultural Studies*	Gasyna	100%	FA & SP	3/4					X
SLAV 452	<i>Slavic Cultural Studies: Eastern Europe & EU Integration</i>	<i>Cooper</i>	<i>100%</i>	<i>SP</i>	<i>4</i>	<i>5</i>	<i>0</i>			
SLAV 477	Post-Communist Fiction	Cooper	100%	FA	3/4					X
SLAV 525	<i>Problems in Slavic Literature: Techs of Russian Avant-Garde</i>	<i>Kaganovsky</i>	<i>100%</i>	<i>SP</i>	<i>4</i>			0	5	
SLAV 591	Individual Topics	Arranged	100%	FA, SU	1/2	0	7	0	4	X
SLAV 591	Individual Topics: SLAV Professionalization Workshop	Cooper, Sobol	100%	FA & SP	2	0	6			X
SLAV 591	Individual Topics: Slavic Languages Pedagogy	Ivashkiv	100%	FA	2	0	5			
SLAV 591	Individual Topics	Arranged	100%	SP	4	1	6	0	6	X
SLAV 599	Thesis Research	Arranged	100%	FA, SP & SU	0	0	17	0	15	X
Totals for Slavic: 17						27	43	32	30	
SOCIOLOGY										
SOC 160	Global Inequality and Social Change	Holtzclaw-Stone	25%	FA & SP	3	147	0			X
SOC 196	Issues in Sociology: Central Asian Societies	Buckley	100%	FA & SP	3	12	0			
SOC 196	Issues in Sociology: Global Middle East	Bayat	25%	SP	3			20	0	
SOC 196	Issues in Sociology: HIV/AIDS Pandemic Perspective	Buckley	50%	FA & SP	3	12	0			
SOC 196	Issues in Sociology: Introduction to Poverty	Dill	25%	FA	3			44	0	
SOC 261	Gender Transnational Perspective	Gresh	33%	FA & SP	3					X
SOC 270	Population Issues	Buckley	50%	FA	3	23	0	42	0	X

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						U	G	U	G	
SOC 270	Global Demography	Buckley	25%	FA	3					X
SOC 364	Impacts of Globalization*	Dill	25-50%	FA & SP	3	53	0			X
SOC 366	Postsocialism Eastern Europe*	Gille	100%	FA	3					X
<i>SOC 396</i>	<i>Topics in Sociology: Social Networks</i>	<i>Mun</i>	<i>25%</i>	<i>FA & SP</i>	<i>3</i>					<i>X</i>
SOC 396	Topics in Sociology: Criminal Justice Systems	Marshall	25%	SP	3	42	0			
SOC 396	Topics in Sociology: Gender and Work	Mun	25%	FA	3			17	0	X
SOC 488	Demographic Methods	Buckley	25%	SP	3/4					X
SOC 596	Recent Developments in SOC	Leicht, McDermott	25%	FA & SP	4	0	19	1	40	X
Totals for Sociology: 15						289	19	124	40	0
UKRAINIAN										
UKR 113	Ukrainian Culture*	Ivashkiv	100%	FA & SP	3	8	0	9	0	X
UKR 218	Survey of Ukrainian Literature	Ivashkiv	100%	FA & SP						X
UKR 498	Problems in Ukrainian Lit	Ivashkiv	100%	FA & SP	3					X
Totals for Ukrainian: 3						8	0	9	0	0
YIDDISH										
YDSH 220	Jewish Storytelling	Harris	25-75%	FA	3	22	0			X
YDSH 320	Lit Responses to the Holocaust	Anderson Bliss	25-75%	FA & SP	3	21	0	25	0	X
YDSH 420	Jewish Life-Writing	Harris	25-75%	FA	3/4			4	0	X
Totals for Yiddish: 3						43	0	29	0	0
Totals for College of Liberal Arts and Sciences: 253						6271	366	5584	287	
SCHOOL OF INFORMATION SCIENCE										
INFORMATION SCIENCE										
IS 490	Advanced Info Topics: Social Media and Global Change	Duffy	100%	FA & SP	3	2	5	5	6	
IS 530	REEE Bibliographic Research Methods	Condill	100%	FA & SP	4	0	5	0	2	X
Totals for Information Science: 2						2	10	5	8	0
Totals for School of Information Science: 2						2	10	5	8	0
SCHOOL OF LABOR AND EMPLOYMENT RELATIONS										
SCHOOL OF LABOR AND EMPLOYMENT RELATIONS										
LER 566	International HR Management	Chen	33%	FA & SP	4	0	71	0	55	X
Totals for Labor and Employment Relations: 1						0	71	0	55	0
Totals for School of Labor and Employment Relations: 1						0	71	0	55	0
SCHOOL OF SOCIAL WORK										
SCHOOL OF SOCIAL WORK										
SOCW 325	International Development with Grassroots Organizations	Lough	100%	FA & SP	3					X
WGGP 581	Gender Relations & International Dev	Fogelman	33%	SP	4	0	8	1	4	X
Totals for Social Work: 2						0	8	1	4	0
Totals for School of Social Work: 2						0	8	1	4	0
Totals for REEE Area Courses: 346						9408	3661	8764	4629	

1. Project Goal Statement #1: Develop sustained collaborations with Community Colleges and Minority Serving Institutions to internationalize curriculum by adding REEES region area studies and language content across a variety of disciplines

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Provide access for at least 15 (cumulative) community college faculty/librarians to area studies resources and training to increase area studies expertise by end of grant cycle.	A.1. Offer ISRL stipends (through MIIIE partnership and others venues) for course internationalization	Number of stipends given	Annual	Institutional records	2	2	2	2	2
	A.2. Support Parkland College Community College course internationalization that includes REEE content	Number of faculty supported	Annual	Institutional and Parkland records	1	2	3	4	4
	A.3. Support CC/MSI Librarians through NILRC partnership in assessing, developing, and implementing plans to support internationalizing CC/MSI courses	Number of librarian participants	Annual	Institutional records	0	4	4	4	20

1. Project Goal Statement #1: Develop sustained collaborations with Community Colleges and Minority Serving Institutions to internationalize curriculum by adding REES region area studies and language content across a variety of disciplines

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Increase engagement by 5% with community college students to strengthen the community college-university pipeline.	B.1. Organize outreach and informational events with CC/MSI schools in collaboration with SLL, SLCL and Illinois NRCs	Number of events	Annual	Center Records	0	1	2	2	2
		Number of student participants	Annual	Center and Institutional Records	0	10	15	20	25

1. Project Goal Statement #2: Integrate REEES area studies and LCTL content into pre- and in- service teacher training through collaborative programs with the University of Illinois College of Education programs and REEEC teacher training activities

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Increase in (cumulative) number of students who have completed teacher education courses with area studies content	A.1. Support courses with area studies content in CoEd	Number of students enrolled in supported courses	Annual	College of Ed enrollment data	20	20	20	20	0
	A.2. Provide TAs for new international courses in elementary CoEd curriculum	Number of semesters with TA support	Annual	Appointment letter	1	1	1	1	0

1. Project Goal Statement #2: Integrate REEES area studies and LCTL content into pre- and in- service teacher training through collaborative programs with the University of Illinois College of Education programs and REEEC teacher training activities

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Increase the number of opportunities for pre-service and in-service education teachers to develop and implement international content into their teaching profile and classrooms	B.1. Provide support for Spurlock Museum/CoEd Big History T.A.	Number of semesters with TA support	Annual	Institutional records and agreements	0	2	2	2	2
		Number of class visits	Annual	Spurlock and CoEd records	0	2	4	5	6
	B.2. Provide REEES educational activity session with CoEd students for migrant farm worker education program	Number of REEES activity sessions	Annual	Institutional records	0	1	2	2	2

1. Project Goal Statement #2: Integrate REEES area studies and LCTL content into pre- and in- service teacher training through collaborative programs with the University of Illinois College of Education programs, REEEC teacher training activities, and PK-12 curriculum development

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C.) Increase the number of pre-K -12 students receiving language and area studies instruction by expanding and developing outreach programs and making curriculum available online to educators	C.1. Expand Head Start "Around Your World" program through collaboration with Illinois area studies centers	Number of Head Start lessons developed	Annual	Outreach Coordinator records		1	2	2	2
	C.2. Develop Russian for Middle School Students programs	Number of Sessions offered	Annual	Outreach Coordinator records	7	7	7	7	7
	C.3. Develop REEES-Spurlock Museum outreach programs	Number of programs held	Annual	Outreach Coordinator & Spurlock Museum records	0	1	2	2	2
	C.4. Make curriculum accessible online and publicize it	Number of new curriculum or modules online	Annual	Outreach page on REEEC website	0	3	4	3	4
		Number of times new online modules accessed	Annual	REEEC web analytics data	0	0	2	6	10

1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Create opportunities for LCTL instructors and pre-service language teachers to receive training in LCTL instruction	A.1. Collaborate with CLIC and LCTL Programs to host professional development and pedagogy workshops for language instructors	Number of workshops held	Annual	REEEC and CLIC records	2	2	3	2	3
		Number of participants	Annual	Workshop attendance sheet	15	15	20	15	20

1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Increase both the number of LCTL instructors able to conduct formal OPI evaluation and departments' use of proficiency testing as a part of their language curricula	B.1. Collaborate with CLIC to conduct FLAS peer testing and share data with departments	Number of students tested	Annual	Center and Institutional project data	4	6	7	8	8
	B.2. Host OPI workshops	Number of newly trained instructors	Annual	Workshop enrollment sheet	0	8	-	8	-
	B.3. Collaborate with CLIC to support post-workshop steps in OPI certification	Number of instructors who advance toward OPI certification	Annual	Workshop participant reporting	0	1	-	2	-

1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C) Increase student and alumni participation in center and campus REEES programming (courses, study abroad, academic advising).	C.1. Promote REEES area and language resources to faculty, students, staff, community.	Number of students attending academic events	Annual	Center records	500	550	600	625-	650
		Number of students on REEES study abroad programs	Annual	Institutional and center records	24	24	26	28	30
	C.2 Promote entry level REEES LCTL courses to incoming and current students	Number of students enrolled in entry level REEES LCTL courses	Annual	Institutional enrollment records	72	72	77	85	95
	C.3 Promote new REEES Certificates and dual degrees	Number of students pursuing REEES+informatics, Slavic+informatics, REEES MA/MS iSchool	Annual	Declaration forms and Institutional records	0	0	1	2	3
	C.4. Engage alumni in center career advising activities.	Number of alumni engaged in center career advising	Annual	Center Records	0	1	2	2	3

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



June 15, 2018

Dr. Cheryl Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, International and Foreign Language Education
US Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Dr. Gibbs,

Re: Title VI NRC/FLAS Applications – Letter of Support for Russian, East European, and Eurasian Center

We are writing to express our full support for the Russian, East European, and Eurasian Center's (REEEC) application for Title VI funding and status as a National Resource Center (NRC) from the U.S. Department of Education in the 2018-22 cycle.

Since 2017, REEEC has been led by Professor John Randolph, a prize-winning historian of Russia and innovative educator. Professor Randolph became Director of REEEC after having served for several years as the Director of Undergraduate Studies in History (his home department), and on the Executive Committees of both History and REEEC. Currently, Professor Randolph leads a multi-institutional Digital Humanities research collaboratory, "The Classroom and the Future of the Historical Record," funded by the Humanities Without Walls Consortium. His experience building this program—which unites professionalizing instruction in publishing methods with active public history engagement with the needs of researchers and teachers—has helped him envision exciting new programming for REEEC (across the full variety of its educational and outreach mission) in the coming cycle.

One of the world's leading public research universities, the University of Illinois at Urbana-Champaign (Illinois) seeks to have impact locally, nationally and globally through transformational learning experiences and groundbreaking scholarship. We want our students to possess the cultural knowledge and language skills they will need to navigate the complexities of our interconnected world. We also want our university to provide teachers, students, researchers and the public throughout our region and worldwide with the opportunity to share in this learning and to be active participants in the global debates of our time.


REEEC's efforts to internationalize education, research and public engagement make a vital contribution to all of these goals. Like our other Area Studies centers, REEEC is an invaluable

partner in strengthening our ability to understand the important world region it represents. It sustains instruction in less commonly taught languages, supports teaching and scholarship in Area Studies disciplines, strengthens important partnerships with K-12 teachers, Community Colleges, and MSIs, and provides comprehensive outreach and public engagement programs at the local, regional, and national level, linking the world to Illinois and Illinois to the world. REEEC also helps Illinois to train globally competent students in areas of national need, and to prepare them for service in government, business, the professions, education, and other careers in the public and private sectors. As it pursues this many-sided activity, REEEC collaborates actively with our other campus NRCs, and our Colleges of Education, Liberal Arts and Sciences, and Engineering.

For all these reasons, at Illinois we are proud of our longstanding tradition of strong institutional support for REEEC and our other Area and Thematic Studies centers. They have been and remain a key part of our strategic plans. In the current Title VI cycle, REEEC's proposed activities fully align with our campus' core goals as outlined in the 2016-26 Strategic Framework for the University of Illinois system. We believe that to succeed, we must integrate the international dimension in all facets of our campus and that doing this will require cross-cutting, interdisciplinary, international initiatives and programs like the NRCs. We know that Illinois can also provide an excellent framework for high quality instruction in less commonly taught languages, meeting the goals of the FLAS program. We are also very glad to note the ways in which REEEC's curricular and outreach activities emphasize the production of a diversity of perspectives, the generation of dialogue and healthy debate, and promote campus diversity and inclusion objectives. As a public, land-grant institution, we see such openness and diversity as one gauge by which we can measure our success in pursuing our mission.

Please allow us to express again our strongest support for this proposal. We confirm the value Illinois places on area and language studies and our commitment to helping REEEC realize the full potential of any funding granted.

Sincerely,



Robert J. Jones
Chancellor



Andreas C. Cangellaris
Vice Chancellor for Academic Affairs and Provost



Vice Provost for International Affairs and
Global Strategies

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Literatures, Cultures and Linguistics
Office of the Director
4088 Foreign Languages Building, MC-171
707 South Mathews Avenue
Urbana, IL 61801-3675
USA



June 1, 2018

Cheryl Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

RE: Title VI NRC/FLAS Applications

Dear Director Gibbs,

On behalf of the School of Literatures, Cultures, and Linguistics (SLCL) at the University of Illinois, I would like to confirm my full support for the Title VI NRC/FLAS application from the Russian, East European, and Eurasian Center (REEEC).

SLCL is home to the university's foreign language and literature programs, and in cooperation with the international and area studies centers and the College of Education, is tasked with preparing the next generation of foreign language experts and educators. Title VI funding has been vital to our language instruction program, allowing us to offer more than 30 languages in addition to French, German and Spanish. We feel confident that SLCL provides an excellent framework to support high quality instruction in the languages of the Russian, East European, and Eurasian region.

Over the next four years SLCL and Illinois international and area centers will collaborate on several new LCTL initiatives, including a Business and LCTL course series, the development of a minor in Turkish Studies, a LCTL professional development workshop series, and a Summer Institute for Global Language Professionals, available to K-12 and post-secondary language teachers and pre-service teachers. REEEC will also be a participant in the new Global Informatics Certificate, a collaboration between SLCL and the Illinois Informatics Institute, contributing to REEEC's larger goal of adding professionalizing methodological preparation to the language and area studies training it supports.

To ensure the quality of language instruction, we also will continue to promote the development of proficiency assessment capacity across all FLAS languages at Illinois, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages. Together

SLCL and our area studies centers will fund numerous professional development activities for our language faculty, including ACTFL workshops for instructors wishing to pursue certification as OPI testers.

These activities represent a significant investment by our University in the professional development of language staff. They mark a major expansion of institutional capacity in proficiency testing across all language skills. When combined with Illinois's famous library collections and outstanding research resources and faculty, we feel confident that Illinois is excellently positioned to serve the important goals of the FLAS program, and are excited to be a part of this program.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Mathy', with a stylized flourish at the end.

Jean-Philippe Mathy,
Professor and Director



COLLEGE OF EDUCATION

Office of the Dean
110 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

June 7, 2018

Cheryl E. Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, IFLE
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202

Re: Title VI Application by the Russian, East European, and Eurasian Center (REEEC)

Dear Ms. Gibbs,

On behalf of the College of Education (COE) at the University of Illinois, we wish to confirm our full support for the Title VI NRC/FLAS application from the Russian, East European, and Eurasian Center. REEEC has been a valuable partner for our efforts to internationalize teacher education, and has worked collaboratively with us on teacher training at the pre-service and in-service level.

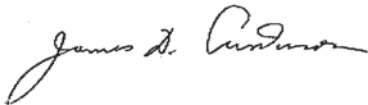
In recent years, teacher preparation programs have grappled with the challenges of globalization and the increasingly evident necessity to equip teachers with the cultural knowledge and competencies to prepare students to thrive in a global economy and society. Teachers need an array of experiences, resources and skills to face the classrooms of today and the future. The COE is developing coursework and programs that will provide training in cultural competencies, develop and strengthen education partnerships across national and cultural lines, and provide resources that can be used in multiple classrooms across US K-12 grades. The COE aims to train preservice and in-service teachers to join with their colleagues around the world in confronting the challenges of how to best integrate international and global learning into today's classroom.

REEEC is proposing to collaborate with us on several initiatives led by College of Education faculty that will aid these efforts. To start, REEEC has pledged to support the College of Education's Globalizing Teacher Training Workshop. Launching with 2 3-day workshops for faculty, students, and teachers in the Summer of 2018, this program will explore how to integrate global-studies and LCTL-specific content into pre- and in-service teacher training. REEEC will also support our Global Perspectives for Elementary Preservice Teachers in Science, Literature, and Social Science. This program builds upon our successful partnership with REEEC in 2014-2018, in a project focused more specifically on social sciences for preservice middle school teachers.

Additionally, REEEC is supporting the training of pre-service middle school teachers by expanding the Illinois Big History program. A partnership between the College of Education and the Spurlock Museum, this program currently provides artifact-based curriculum modules to teachers in Champaign, working with 650 sixth graders. In the coming cycle, with REEEC help we will use pre-service teacher support and workshop-based training to extend this program to 6th graders in a nearby rural town. These kits will contain REEE content, allowing the teachers to bring examples from this important and controversial world region into elementary education here. Last but not least, in cooperation with the other Illinois Area Studies Centers, REEEC will support a Joint Area Centers Teacher Workshop for in-service teachers.

Taken as whole, these projects will help us produce forms of in- and preservice teacher training that can address the need to internationalize our classrooms. We aim to produce teachers who can effectively engage their students in learning about the world and also to provide future and current educators with experiences from which to draw upon, as they create new curriculum and become leaders in global education. We are excited to collaborate with REEEC on these efforts during the coming four years, and hope that it may be designated a National Resource Center.

Sincerely,



James Anderson
Dean
College of Education



Allison Witt
Director of International Programs
College of Education

6/06/2018

Cheryl Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

RE: Title VI NRC/FLAS Applications

Dear Director Gibbs,

Parkland College is excited to collaborate with the international and area studies centers at the University of Illinois at Urbana-Champaign (UIUC) on their applications for Title VI National Resource Center funding. Parkland College and the UIUC global and area studies centers have a history of working together on a wide variety of projects and have collaborated on many educational initiatives such as the Global Lens film series, Parkland International Cultures Fair and Parkland Pathways. Additionally, every year more than 175 students transfer from Parkland to UIUC.

With a mission to engage the community in learning, Parkland is a fully accredited public community college in Champaign, Illinois, that serves over 54 surrounding communities and has over 18,000 students attending each year. Parkland is a member of the American Association of Community Colleges (AACC), and a Title III and V eligible institution. Over the last 5 years, our culturally diverse student population has included approximately 1,500 international students from over 40 countries. Additionally, 25% of our student body is from out of our district and 36% are non-white.

Parkland social science faculty will partner with UIUC National Resource Centers to develop and implement international and area studies material in their courses. This course development initiative started in the UIUC NRCs' 14-18 cycle and will be expanded to include more Parkland faculty. The course development will be accompanied by pedagogical training and assessment activities to improve course content and delivery, and yearly evaluations to assure continual improvement and best practice implementation. Parkland faculty plans to disseminate new curricula via Parkland's online SPARK depository and conduct future training symposia that will be open to other Community Colleges. Parkland will cover the cost of offering this class on campus throughout the grant period and will also offer these courses beyond the grant period. Evaluations conducted on Parkland's previous work with UIUC shows that this course and faculty support has greatly benefited our faculty and students in the past and we hope to be able to continue this work moving forward into the next cycle.

We look forward to working with the UIUC global and area studies centers on these initiatives and see this partnership as an opportunity to expand experiences that promote international education learning for students on both campuses.



Thomas R. Ramage, Ed.D.

President
2400 West Bradley Avenue, Champaign, IL 61821-1899
217 /351-2200 • www.parkland.edu

"The Mission of Parkland College is to engage the community in learning."

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

February 2, 2018

Name
Address

Dear John Randolph,

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for the University of Illinois, International Centers Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

Given our strong past collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

A handwritten signature in cursive script that reads "Theo S. Sypris".

Theo Sypris, Director

REEEC NRC Evaluation Plan 2018-2022: Questions and Indicators

Evaluation Questions	Indicators
<p>(A) Do REEEC's activities and training programs significantly impact the university, community, region, and nation (including both short- and long-term impacts on undergraduate, graduate, and professional programs)?</p> <p><i>API</i> <i>PM Goal 3C</i></p>	<ol style="list-style-type: none"> 1. Increased enrollments in LCTLs, REEEC courses, certificates, degrees & programs (GPRA) 2. Increased graduate and FLAS placement in areas of national need (GPRA) 3. Strategic recruitment of new faculty in LCTLs and REEEC areas 4. High levels of event participation rates and diverse participants 5. Increased internship/study abroad institutional support and participation 6. Increased collaboration with other T6s on <i>Illinois</i> campus 7. Increased REEEC library holdings and resources 8. Increased collaboration with overseas institutions and measurable outcomes 9. Increased collaboration with professional schools and measurable outcomes 10. Increased collaboration with IHEs, community colleges and MSIs resulting in measurable curricular and programmatic outcomes 11. Increase in # of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies.(GPRA) 12. Increase in # of intermediate or advanced level language courses in the priority and/or LCTLs (GPRA).
<p>(B) Does REEEC provide equal access and treatment to eligible project participants that are members of underrepresented groups?</p> <p><i>FLAS CP</i></p>	<ol style="list-style-type: none"> 1. Sensitivity to diversity in faculty and staff hiring process and outcomes 2. Student recruitment, enrollment, retention, graduation, & placement 3. Increased diversity in participant demographics at all levels 4. Increased accommodations and diversity in dissemination/recruitment practices 5. Increased Internship/study abroad placement for underrepresented groups 6. Diversity in FLAS awards 7. Diversity in Study Abroad Scholarships 8. Increased accessibility and use of web information
<p>(C) Do REEEC's language and area studies programs address national needs and are they producing the language specialists and international experts? Are curricular programs high quality?</p> <p><i>API</i> <i>PM Goal 3</i></p>	<ol style="list-style-type: none"> 1. Student "Instructor and Course Evaluation System" (ICES) ratings 2. % of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA) 3. % of FLAS graduates who studied LCTL languages (GPRA) 4. % of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level (GPRA) 5. Expert review of new syllabi, majors, minors 6. Increased number of TAs with enhanced graduate teaching certificate 7. Enrollments in CMS courses 8. Increased enrollments in advanced language classes, esp. LCTLs (GPRA) 9. Increased placement of majors, minors and FLAS in areas of high need (GPRA) 10. Increased internship placements, awards, and study- abroad rates 11. % REEEC faculty receiving teaching awards 12. Accreditation results for REEEC involved departments and programs 13. Increased capacity for language assessment in all departments
<p>(D) Does REEEC's programming provide a forum for diverse perspectives that generate debate, and demonstrate a significant impact on business, media, and the general public?</p> <p><i>AP2, CP2</i> <i>PM Goal 2</i></p>	<ol style="list-style-type: none"> 1. Event participation numbers and diverse participants 2. Increased diversity in event and program location within Illinois 2. Increased partnerships with non-UI organizations, businesses, and media 3. Increased unique visitors to website resources 4. Increased media coverage at local, state and national levels

<p>(E) Does REEEC have a significant regional and national impact on pre- and in-service K-12 teachers and post-secondary instructors through collaboration with CoEd and LAS.</p> <p><i>AP2, CP2</i> <i>PM Goal 2</i></p>	<ol style="list-style-type: none"> 1. Increased number of pre- and in-service teachers enrolled in CoEd courses, programs, and trainings with area studies and LCTL content 2. Increased number of CoEd courses & study abroad programs with REEEC content 3. High levels of Participation satisfaction and ratings of utility 5. Extent to which K-12 & community colleges adopt curricula, online courses, etc. 6. Increased leveraging of funding from other sources 7. High levels of involvement of Center faculty and professional schools in outreach
<p>(F) Does REEEC's collaboration with CC/MSIs contribute to the integration of REEES content into curriculum?</p> <p><i>CP1</i> <i>PM Goal 1</i></p>	<ol style="list-style-type: none"> 1. Number and diversity of CC/MSI faculty and librarians participating in ISRL 2. Increased number of courses and enrollments in Parkland's courses with REEES content; increased enrollment in the WebEx course with the Coll. Of Lake County 3. Number and diversity of CC/MSI librarians participating in focus group to support internationalization of curriculum 3. Number and diversity of new curriculum materials created and dissemination through ISRL, UI Library, and Parkland's online system

REEEC & Joint NRC Evaluation Instruments

Developed:

- a) Summer FLAS Fellow Survey
- b) Academic Year FLAS Survey
- c) FLAS Alumni Survey
- d) Shared T6 FLAS database
- e) Foreign Language Student Annual Survey
- f) NRC Impact Survey
- g) NRC Impact Focus Group Protocol
- h) Outreach Event/ Workshop Pre/Post Survey
- i) Systematic analysis of campus data bases for enrollment, retention, and other data.
- j) ISRL exit survey
- k) SRL/SRS exit survey
- l) SRL Alumni survey
- m) Semi-annual FLAS Proficiency Testing

Planned:

1. Web analytics dashboard to demonstrate impact of improved accessibility web resources
2. Analysis of Russian language proficiency assessment student performance and changes over time.
3. CoEd Global Perspectives faculty facilitator interview
4. CoEd Global Perspectives pre-service teacher survey
5. JACS K-12 teacher focus group
6. JACS K-12 in-service teacher survey
7. Spurlock Museum & CoEd Big History pre-service teacher focus group
8. Spurlock Museum & CoEd Big History teacher survey
9. Spurlock Museum & CoEd Big History student survey
10. Parkland CC faculty focus group
11. Parkland CC student survey
12. ISRL faculty/instructor focus group
13. ISRL Librarian interviews
14. Expert syllabi review, mid-semester and final evaluation surveys for new courses, including introductory course
15. REEES academic programming and skills survey

NRC & FLAS Absolute and Competitive Priorities

NRC/FLAS Priority	Activity	Description	Page	Budget
			#	Line
AP 1: Reflect diverse perspectives and a wide range of views & generate debate on world regions and international affairs, and provide services in areas of national need (education, business, and non-profit sectors)	REEEC Lecture Series	Hold events that are open to the public on topics of national interest and need for the community and nation	3,5	E5(a), E5(b), E5(c)
	Curriculum development and resources for K-16 educators	New Curriculum Modules made available to internationalize K-16 education	3,42	E5(a), E5(b), E5(c)
	REEEC Outreach	Slavic Review, IASL, REEEC outreach, and GAs conduct outreach, activities that publically disseminate information/resources on the region that generate and inform debate	3,42-46	E3(c), E3(d), E5(k), E5(l), E5(r), E5(v)
AP 2: Provide for REEEC teacher training on the language, languages, and area studies	Pedagogy and Teacher Training	Interpretation of LCTLs and area studies in elementary & middle schools (See CP2)	3,4,42,50	E1(a), E1(b), E4(c), E3(a)
	PreK-12 Educators Council	Collaborate with teachers to develop curriculum modules that introduce language and culture in K-12 curriculum	3	E5(g), E5(t), E5(y), E5(x)
NRC CP 1: Significant and Sustained Collaborative Activities with MSIs and Community Colleges	Host International Summer Research Lab	Support for course internationalization for community college instructors	16,20,44	C1(a), E2(e), E5(m), E5(n), E5(p)
	Collaborate with Parkland College	Support for course internationalization for community college instructors	3,44	C1(a), E2(e), E5(m), E5(n), E5(p)
	MIIE Annual Workshops	Support for workshops on internationalizing curriculum	3,5,43-44	C1(a), E2(e), E5(m), E5(n), E5(p)
	Librarian Partnerships/NLRIC	Support for CL/MSI Focus group to internationalize curriculum	3,5,50	C1(a), E2(e), E5(m), E5(n), E5(p)

NRC CP2: Collaborative Activities with Colleges of Education & Education Programs	Big History Collaboration with Spurlock Museum and College of Education	Support for College of Education Pre-service teachers to carry out sustainable classroom visits and instruction in rural middle schools	3,42,50	C1(d), E5(b), E5(v), E5(w), E5(u)
	Global Perspectives Across Disciplines with College of Education	Support for College of Education Pre-service elementary teachers to T.A. CI 450	3,4,50	C1(d), E5(b), E5(v), E5(w), E5(u)
	JACS K-12 Teacher Workshop	Support for Workshop for in-service teachers on annual JACS symposia (2) workshops	3,4,50	C1(d), E5(b), E5(v), E5(w), E5(u)
	Summer Migrant Workshop	REEEC outreach staff collaborates with College of Education Pre-service teachers and Parkland faculty to run weekly area studies activities for elementary, middle, and high school students		C1(d), E5(b), E5(v), E5(w), E5(u)
FLAS CP 1: Award fellowships to undergraduate & graduate students who demonstrate financial need	Financial need for FLAS application	Applicants are asked to submit FAFSA in order to demonstrate financial need, which is then weighted with the applicant's qualifications	47-48	
FLAS CP 2: 25 % or more of academic year FLAS fellowships in LCTLs	Priorities are REEEC LCTL Languages	REEEC FLAS Committee gives competitive preference to LCTL languages.	51	

SLCL Units that Support Language Pedagogy, Teaching, and Research

SLCL Units	Activities
Center for Language Instruction and Coordination (CLIC)	CLIC collaborates with Illinois NRCs to strengthen language teaching and learning on campus through opportunities for professional development, collaboration, and innovation.
Center for Translation Studies (CTS)	CTS educates translators and interpreters to prepare them for today's global economy. CTS offers an MA and Certificate. SLL faculty (Cooper and Ivashkiv) are affiliated CTS and cross-list courses with TS.
Less Commonly Taught Language (LCTL) Program	The LCTL Program is led by a new Coordinator supported by multiple Illinois NRCs (Sadah). The LCTL Program advances the teaching and learning of LCTLs by increasing awareness of course offerings, implementing curricular changes to improve the overall quality, and assisting language teachers in developing high-quality teaching materials to ensure quality of instruction.
Second Language Acquisition and Teacher Education (SLATE)	SLATE assists second- and heritage-language study, supporting research and pedagogy training for faculty and graduate students. The Second Language Acquisition and Bilingualism Lab serves the research & pedagogy needs of faculty and grad students.

**ELIGIBLE INSTITUTIONS FOR TITLE III & TITLE V PROGRAMS
WITH MEMBERSHIP TO MIDWEST INSTITUTE CONSORTIUM IN 2018**

Alexandria Technical & Community College, Minnesota
Bay College, Michigan
Bismarck State College, N. Dakota
Black Hawk College, Illinois
Bronx Community College, New York
Broome Community College, New York
Broward College, Florida
Bunker Hill Community College, Massachusetts
Chattanooga State Community College, Tennessee
Cincinnati State Technical & Community College, Ohio
College of Lake County, Illinois
College of Menominee Nation, Wisconsin
College of Southern Maryland, Maryland
Columbus State Community College, Ohio
Community College of Allegheny County, Pennsylvania
Cottey College - Institute for Women's Leadership & Social Responsibility, Missouri
Cuyahoga Community College, Ohio
Danville Area Community College, Illinois
Delaware County Community College, Pennsylvania
Delta College, Michigan
Eastern Iowa Community Colleges, Iowa
Elgin Community College, Illinois
Elizabethtown Community & Technical College, Kentucky
Gateway Technical College, Wisconsin
Georgia Highlands College, Georgia
Georgia Perimeter College, Georgia
Glen Oaks Community College, Michigan
Grand Rapids Community College, Michigan
Greenville Technical College, S. Carolina
Harper College, Illinois
Harrisburg Area Community College, Pennsylvania
Hawkeye Community College, Iowa
Helene Fuld College of Nursing, New York
Henry Ford Community College, Michigan
Herkimer County Community College, New York
Hocking College, Ohio
Houston Community College - Central College, Texas
Illinois Central College, Illinois
Illinois Valley Community College, Illinois
Indian Hills Community College, Iowa
Iowa Central Community College, Iowa
Ivy Tech Community College (8 Campuses), Indiana
Jackson Community College, Michigan
Jefferson Community & Technical College, Kentucky
Kalamazoo Valley Community College, Michigan
Kankakee Community College, Illinois
Kellogg Community College, Michigan
Kirkwood Community College, Iowa
Kirtland Community College, Michigan
Lake Land College, Illinois
Lake Michigan College, Michigan

Lakeland Community College, Ohio
Lansing Community College, Michigan
Lincoln Land Community College, Illinois
Lorain County Community College, Ohio
Macomb Community College, Michigan
Madison Area Technical College, Wisconsin
Madisonville Community College, Kentucky
MassBay Community College, Massachusetts
Mercer County Community College, New Jersey
Metropolitan Community College, Nebraska
Metropolitan Community College, Missouri
Mid Michigan Community College, Michigan
Middlesex Community College, Connecticut
Milwaukee Area Technical College, Wisconsin
Moberly Area Community College, Missouri
Mohawk Valley Community College, New York
Monroe Community College, New York
Monroe County Community College, Michigan
Montcalm Community College, Michigan
Moraine Park Technical College, Wisconsin
Moraine Valley Community college, Illinois
Motlow State Community College, Tennessee
Mott Community College, Michigan
MT Hood Community College, Oregon
Muskegon Community College, Michigan
Nicolet Area Technical College, Wisconsin
North Central Michigan College, Michigan
North Dakota State College of Science, N. Dakota
Northcentral Technical College, Wisconsin
Northeast Community College, Nebraska
Northeast Wisconsin Technical College, Wisconsin
Northwest Arkansas Community College, Arkansas
Northwest State Community College, Ohio
Northwestern Michigan College, Michigan
Oakland Community College (3 Campuses), Michigan
Ocean County College, New Jersey
Ohio State University – ATI, Ohio
Parkland College, Illinois
Pellissippi State Technical Community College, Tennessee
Pima County Community College District, Arizona
Rend Lake College, Illinois
Riverland Community College, Minnesota
Roane State Community College, Tennessee
Rock Valley College, Illinois
Schoolcraft College, Michigan
Sinclair Community College, Ohio
South Central College, Minnesota
Southeast Community College, Nebraska
St. Charles Community College, Missouri
St. Clair County Community College, Michigan
St. Louis Community College (4 Campuses), Missouri
Stanly Community College, N. Carolina
Sunny Orange, New York
Terra State Community College, Ohio
Tidewater Community College, Virginia

Tompkins Cortland Community College, New York
Trident Technical College, S. Carolina
Triton College, Illinois
University of Cincinnati-Blue Ash College, Ohio
University of Northwestern Ohio, Ohio
Valencia College, Florida
Volunteer State Community College, Tennessee
Washtenaw Community College, Michigan
Wayne Country Community College District, Michigan
West Shore Community College, Michigan
Western Iowa Technical & Community College, Iowa
Western Technical College, Wisconsin
Westmoreland County Community College, Pennsylvania

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1235-2018-22 REEEC NRC_FLAS BUDGET_FINAL_flat.pdf

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To add more Budget Narrative attachments, please use the attachment buttons below.

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Russian, East European, and Eurasian Center University of Illinois 2018-2022										
		YEAR 1 AY 2019	YEAR 2 AY 2020	YEAR 3 AY 2021	YEAR 4 AY 2022	TOTAL	New (N) /Enhanced (E) /Continuing (C) Initiative	COMMENTS	PRIORITY	PAGE
A PERSONNEL										
A1 LCTL Instruction										
a	South Slavic Lecturer (1 @50% FTE)	\$19,000	\$19,570	\$20,157	\$20,762	\$79,489	C	[100% BCS; estimated 3% increase annually] The South Slavic Lecturer coordinates and teaches first and second year B/C/S instruction and the popular BCS 115: South Slavic Cultures, which has grown to one of the highest enrolling area studies courses in SLL. Since 2014, Judith Pintar (lead on CMS Informatics) has coordinated this program. In 2018-2022, the program will be enhanced through collaboration Aida Talic, who was hired as an Assistant Professor in Linguistics in 2018. Partners: Slavic LL, Linguistics, EUC, Informatics.		8,35
	Subtotal Personnel	\$19,000	\$19,570	\$20,157	\$20,762	\$79,489				
B FRINGE BENEFITS										
B1 LCTL Instruction										
a	South Slavic Lecturer (1 @50%, FTE)	38.06%	\$7,231	\$7,448	\$7,672	\$7,902	\$30,253			
	Subtotal Fringe Benefits	\$7,231	\$7,448	\$7,672	\$7,902	\$30,253				
	Subtotal Salaries and Fringe Benefits	\$26,231	\$27,018	\$27,829	\$28,664	\$109,742				
C TRAVEL										
C1 Outreach and Program Development										
a	Outreach and Program Development (Domestic)	\$8,100	\$5,000	\$5,000	\$5,000	\$23,100	E	Travel for Director AD, Outreach Coordinator, and Outreach Staff to participate in school visits and outreach activities [14 transportation/mileage @ \$25 each annually], MIIIE annual conference [1 transportation/mileage @ \$250 and 1 night housing @ \$150 housing annually], annual Area Studies and Outreach Conference: Best Practices (organized by Illinois NRCs in Chicago 2018) [1 airfare @ \$750 and 2 night housing @ \$200 annually], technical meetings [3 airfare @ \$750 and 12 nights housing @ \$200 Year 1], and travel for NRC-related business [2 airfare @ \$750 and 8 housing @ \$250 annually]	AP1, AP2, CP1, CP2	
b	Outreach and Program Development (International)	\$2,500	\$2,500	\$2,500		\$7,500	E	[2 int'l travel for 6 days annually @ \$2500 each, includes \$2000 for transportation and \$500 for lodging at \$125/night, destinations include Tbilisi, Bishkek, and Yerevan] for REEEC staff (Director/Associate Director) to travel in order to develop academic programs, student and faculty exchange, and joint research projects with TSU, AUCA, and YSU .	AP1, AP2, CP1, CP2	
	Faculty Travel (Domestic)	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	N	[1 airfare @ \$1500 each annually] Travel for faculty participation in outreach and institutional linkage building programs (e.g. to AUCA, TSU, YSU, and other universities)		

2018-2022											
c	Faculty Travel (International)		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	C	[5 airfare @ \$350; 5 transportation/mileage @ \$50 each annually] Travel for faculty participation in outreach initiatives	CP1	
d	Spurlock Museum Big History GA travel		\$500	\$500	\$500	\$500	\$2,000	N	[Travel to rural IL schools (5 @ \$100), for domestic transportation, annually] Description: College of Education pre-service teacher will travel to classrooms in central Illinois to teach the Big History curriculum developed in coordination with REEEC, Spurlock Museum, and Illinois NRCs.	AP1, AP2, CP2	3,42
	Subtotal Travel		\$14,600	\$11,500	\$11,500	\$9,000	\$46,600				
D SUPPLIES											
1	Slavic Library Acquisitions		\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	C	Funds to enhance Slavic, East European, and Eurasian collections at the University Library; priority will be give to materials that contribute to diverse perspectives and understanding debates on the region.	AP1	28
2	REEEC Multimedia Library Acquisitions		\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	C	Language and Area Studies K-16 curriculum materials (books, modules, DVDs, software, etc.). Library materials, including class sets of books, are available to both campus instructors and K-12 educators throughout IL and beyond.	AP1, AP2, CP1, CP2	
3	Outreach Curriculum Materials and Educational Supplies		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	E	Ad hoc educational materials for outreach activities and curriculum (e.g. craft materials)	AP1, AP2, CP1, CP2	
4	Printing/digital media for publicity, outreach (i.e. event poster, video of events w/closed captioning)		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	E	[Webcast/video recording for 5 recordings/webcast @ \$200 each, annually; print and digital materials] Description: Video for select lectures throughout the grant cycle that will be posted on the REEEC website and available to the public.	AP1, AP2	
	Subtotal Supplies		\$11,000	\$11,000	\$11,000	\$11,000	\$44,000				
E OTHER											
E1	LCTL and Area Studies Curriculum, including Study Abroad										
a	Polish TA		\$14,097	\$14,520	\$14,956	\$15,404	\$58,977	N	[1 TA 20hrs/week @ \$23.75/hr over 9months; estimated 3% increase annually. Split with EUC and Slavic LL] Teaching Assistant for 1st and 2nd year Polish. Partners: Slavic LL, EUC.	AP2	35
b	Russian Heritage TA		\$17,097	\$17,610	\$18,138	\$18,682	\$71,527	C	[1 TA 20hrs/week @ \$23.75/hr over 9months; estimated 3% increase annually] Teaching Assistant for 1st and 2nd year Polish. Partners: Slavic LL.	AP2	35
c	Critical Methods Series Course Development		\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	N	[up to \$5000 Course Development Grant, annually] CMS course development grants will support faculty leads and their faculty partners in developing courses that integrate professionalizing skills into REEES area studies	AP1	3,7-8
d	Critical Methods Series TA/RA/GA		\$8,549	\$8,805	\$9,069	\$9,341	\$35,764	N	[1 GA/TA/RA 10hrs/week @ \$23.75/hr each, annually; estimated 3% increase annually] CMS graduate assistants will work with CMS faculty to develop critical methods courses, materials, and programming.	AP2	3,7-8

2018-2022											
e	Turkish Studies Minor Development		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	E	[Co-sponsorship of events \$1000 annually, materials \$500 annually] Support for development and enhancement of courses and programming to develop a Turkish Studies Minor in collaboration with EUC&CGS. The initiative builds on the successful 2014-2018 Turkish Studies Symposium co-sponsored by REEEC and EUC that brought in a range of experts with diverse perspectives on current political and social issues in Turkey. Faculty lead: Ayse Ozkan.	AP1	
f	REEES Study Abroad Programs		\$500	\$500	\$500	\$500	\$2,000	N	[Materials and program development \$500 annually] Support of Czech Republic, Kyrgyzstan, Georgia, and Armenia study abroad programs and materials for LAS 291: Global Perspectives, which serves as a cultural orientation for students studying abroad, Partnership: LAS Study Abroad, IAGE, and REEEC in collaboration with AUCA, TSU, and YSU.	AP1	41
g	Instructional Support for REEES Area Studies Courses		\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	C	[1-3 Course Grants up to \$8000 each, annually] Support for enhancements of existing courses or development of new REEE area courses		
h	Ad Hoc Support for Area Studies & LCTL Course Development		\$7,500	\$7,500	\$7,500	\$7,500	\$30,000	C	[2 - 3 Course Development Grants up to \$5000, annually] Funds to seed the development of courses in new areas, e.g. Anthropology of the South Caucasus	AP1	
E2 Center Seminars, Workshops, and Conferences											
a	New Directions in REEES Speakers		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	C	[Speaker fees for 5 speakers per year @ \$300 each] Description: This annual lecture series features research presentations by faculty working on the REEES region. REEEC affiliated faculty from across campus suggest speakers from a wide range of fields.	AP1	5
b	Current Affairs Events/Forum		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Speaker fees for 4 speakers per year @ \$250 each] Description: This annual forum brings together academic experts, government officials and professionals outside of academia to discuss what is current events in the REEES region.	AP1	5
c	Noontime Scholars Brown Bags		\$250	\$250	\$250	\$250	\$1,000	C	[2-3 speaker fees @ \$100 each, annually] regional affiliate speakers		

2018-2022											
d	Critical Methods Series Speakers		\$7,600	\$7,600	\$7,600	\$7,600	\$30,400	N	[up to 25 Speaker fees @ \$300 each, annually] Description/Partners: The Critical Methods Series will establish four programming clusters, led by REEEC faculty, that will explore how area studies and language training may be combined with advanced instruction in powerful research methodologies. Our goal is to explore innovative forms of interdisciplinary research and teaching, that we think will improve the public impact of the area studies and language training we offer our graduates and undergraduates, and also better prepare them for careers in government, the professions, education, the arts, and the public and private sectors. Building on Illinois' distinctive institutional strengths, the CMS initiative will invest in course development, research talks and symposia, training workshops, and public events and performances centered on four methodological clusters, led by coordinators appointed from the REEEC faculty. These four CMS clusters are: 1) Documentary Practices (John Randolph, History); 2) Legal Studies (Jessica Greenberg, Anthropology); 3) The Arts of Research (Donna Buchanan, Musicology); 4) Area Studies Informatics (Judith Pintar, REEEC / Informatics). Each of these clusters feeds into a new degree or certificate program (in Legal Studies, REEEC+LIS, REEEC+Informatics, and arts-based research practices). This particular budget line represents programming costs for speakers and symposia related to the CMS program. For a detailed description of each cluster, its specific aims and related events, see [Section A]	AP1	3, 7-8
e	Summer Institutes		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	C	[\$2500 seed funding towards speaker travel, housing, speaker fees, and room rental, annually] Summer professional development workshop for area studies scholars in conjunction with REEEC's Summer Research Lab.	AP2	
f	Speaker Travel		\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	C	[Domestic travel for 12 speakers annually @ \$625 each; includes \$500 transportation and \$125 lodging for 1 night] Description: This annual lecture series features research presentations by faculty working on the REEE region		3,5
g	Campus Cosponsorships		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	C	[10 @ \$200 toward speaker travel, housing, speaker fees, and room rental, annually] Description: Support for region-related activities sponsored by other units, including Miller Comm (a major campus-wide lecture).		3,5
h	Joint Area Centers Series - Lectures, Roundtables, and Symposia		\$1,425	\$3,650	\$3,650	\$1,425	\$10,150	E	Joint UI NRC Annual lectures, K-12 teacher training workshop, 2 roundtables, and 2 symposia. Annual Lecture Series [1 REEE speaker @ \$1175 each: includes \$750 for transportation, \$125 for housing, and \$300 speaker fee]; Roundtables Year 1 & 4 [\$250 for room rental]; Symposia Year 2 & 3 [\$2500 towards 7-8 shared speakers, includes \$750 transportation, \$125 housing for 1 night, and \$300 speaker fee]; Annual K-12 Teacher Training workshop [\$250 for room rental]. Themes Year 1 - 4: Higher Education, Elections, Water, Global Work		3-4
i	International Speaker Series (joint with CEERES UChicago)			\$1,500	\$1,500	\$1,500	\$4,500	C	[1/2 international and domestic (Chicago-Champaign) travel @ \$750, 2 nights housing @ \$125/night, speaker fee \$500, annually] Jointly with CEERES at UChicago, we bring an international speaker who is a specialist on or from the REEE region.	AP1	3,5
E3	LCTL an Area Studies Professional Development and Training										

2018-2022											
a	LCTLS at Illinois Workshops		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	E	[Professional service fee and transportation for specialists] Description: Conduct the following portfolio of training programs for UI LCTL instructors: (1) a 4-day ACTFL OPI Workshop in Yrs 1 & 3 (\$1,000 each): This workshop will also lead to certification of participants; the workshop is just the first required step; (2) Customized ACTFL workshop on "Integrating Skills and Modes for Curriculum Design in Yr2 (\$250): This workshop focuses on how to build a curriculum that is designed to keep students making steady progress in terms of overall proficiency. ACTFL will customize the workshop to focus on achieving Intermediate, Advanced, or Superior levels of proficiency in various skills (Speaking, Writing, Reading and Listening). (3) ACTFL Writing Guidelines Familiarization Workshop in Yr4 (\$250): This workshop will provide training related to writing activities and assessment; (4) Workshop/seminar on language assessment tools and methods in Yrs 2 & 4 (\$250 each): This workshop will provide a "survey" of test options, things to consider, certifications, etc.; (5) Virtual Workshop Series annually (\$500 each): Interactive and hands-on, includes a packet of materials; (6) LCTL Professional Development Workshop Yr 1-4 (\$500-750 each): Workshops on recent developments in language teaching, evaluation, and assessment for 20-30 on campus instructors. Partners: Center for Language Instruction and Coordination (CLIC) and LCTL program SLCL/LAS, other UI NRCs Faculty Leads: Florencia Henshaw (Director of the Center for Language Instruction and Coordination) & Eman Saadah (LCTL Program Director)	AP2	4,37
b	International Careers Series for Undergraduate and Graduate Students		\$1,250	\$1,250	\$1,250	\$1,250	\$5,000	E	[Domestic travel for 5 speakers annually @ \$250 each for transportation] Description/Partners: REEEEC, in collaboration with other Illinois NRCs and the UI Career Center, organizes the following annual career events: (1) Undergraduate Careers Workshop: Global Readiness Forum (enhances the Careers at the United Nations & International Organizations panel; (2) Graduate Careers Conference: Global Career Diversity in Area Studies (includes speakers, workshops, panels, and informal networking sessions); (3) State Department Midwest Diplomat-in-Residence (DIR) program.	AP1	40
c	International and Area Studies Library Graduate Training Opportunities		\$17,097	\$17,610	\$18,138	\$18,682	\$71,528	C	[2 GAs 10hrs/week @ \$23.75/hr each, annually; estimated 3% increase annually] International and Area Studies Library GAs are trained in Slavic language collections, cataloguing, the Slavic Reference Service and interlibrary loan requests, web archiving, working with patrons and researchers, and library outreach.		6
d	Slavic Review Graduate Training Opportunities		\$20,896	\$21,523	\$22,169	\$22,834	\$87,423	C	[2 GAs 10hrs/week for 11 months @ \$23.75/hr each, annually; estimated 3% increase annually] Slavic review GAs assist with the publication of the flagship REEEES area studies journal, Slavic Review. GAs learn the publication process, from soliciting publications, managing reviews, and publication. Faculty Lead: Harriet Murav. Slavic Review Managing Editor: Dmitry Tartakovsky. Partners: ASEEEES.		6
E4 LRC, AORC, and Association Support											
a	Baltic Studies Summer Institute (BALSSI)		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Consortium membership] Description: Consortium of American universities, supports intensive beginning Estonian, Latvian, and Lithuanian language courses.		42

2018-2022											
b	Balkan and Black Sea Summer Language Institute (BBS)		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Consortium membership] Description: Consortium of American universities, supports annual intensive instruction at the University of Pittsburgh's Slavic, East European, and Near Eastern Summer Language Institute in the critical less-commonly-taught languages of Bosnian/Croatian/Serbian, Bulgarian, Turkish, and/or Ukrainian. The SLI regularly offers three levels of B/C/S courses, beginning courses in the other three BBS languages, and four-week study abroad options in Montenegro and Bulgaria following the six-week B/C/S and Bulgarian courses taught in Pittsburgh.		42
c	Central Asian Language Consortium (CALC)		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Consortium membership] Description: Supports intensive beginning to advanced courses in non-Slavic languages at Indiana's Summer Language Workshop		42
d	Indiana Summer Language Workshop		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Consortium membership] Description: Supports intensive courses in Slavic languages at Indiana's Summer Language Workshop		42
e	American Research Institute of the South Caucasus (ARISC)		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Membership and Collaboration] Description: Supports ARISC's programming and activities. ARISC is an American Overseas Research Center and a not-for-profit organization that supports research in and about the three countries of the South Caucasus — Armenia, Azerbaijan and Georgia. As an institutional member, REEES students receive invitations to ARISC activities, including networking and conferences as well as in-country support and notification of research funding opportunities. In 2019, ARISC and REEEC will host a South Caucasus educator's training workshop for CC/MSI faculty and K-12 educators.	AP1, AP2, CP1	11,25
E5 Outreach											
Pre-K-16 Area Studies and Language Support											
a	Head Start		\$500	\$500	\$500	\$500	\$2,000	E	[\$500 curricular materials (e.g. craft supplies, curriculum posters, lesson passports/postcards), annually]	AP1	42
b	REEES at Spurlock Museum		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	N	[\$2000 per year towards materials for preparation of exhibit, exhibit costs, curriculum materials, and printing of guides] REEEC Outreach Staff and REEES undergraduates will develop in collaboration with Spurlock educational staff and IASL Slavic Librarians 1) object biographies of the REEES historical and cultural collections that incorporate sources in REEES languages and that will be open to the public through 2) museum exhibits opening in Year 2 and 4, and published online in Scalar; object biographies will contribute to 3) REEE guides to Spurlock's galleries and collections that will enhance the exhibits as well as permanent galleries and contribute to 4) STEAM (Science, Technology, Engineering, Arts, and Math) curriculum around REEES history and culture which will be integrated into Spurlock's Sunday Outreach series. The curated and also digitized gallery-based interpretive tools examine and contextualize the history of science and math innovation as a culturally rooted phenomenon. By creating lessons that use real-world data from REEES as the basis for understanding STEM principles, we will embed international curriculum into other areas of study. Combined this initiative will develop the REEE Spurlock collections as a robust resource for that is accessible to K-12 educators, and the public. Partnership: REEEC (Marshall, Chung), IASL (Lenkart, Condill), Spurlock (Stone).	AP1, CP2	42
c	Urbana After School Program - Russian (Middle School)		\$1,250	\$1,250	\$1,250	\$1,250	\$5,000	E	[1 GradHourly @ \$16/hr for 5hrs/week for 14 weeks; \$ 130 curricular materials] Russian language instruction for Urbana Middle School students twice a week	AP2	42

2018-2022											
d	Youth Literature Festival (Elementary, Middle, High School)		\$5,000	\$0	\$5,000	\$0	\$10,000	C	[Co-Sponsorship @ \$5000 Year 1 and 3] College of Education led community program that brings authors and artists to over 90 central Illinois classrooms. REEEC nominates an author, develops accompanying K-12 curricular materials for classrooms, and participates in the community day, which brings in over 1,000 residents from all over Illinois.	AP1	42
e	Russian Olympiada (High School, joint with CEERES UChicago)		\$2,250	\$2,250	\$2,250	\$2,250	\$9,000	C	[1/2 total costs of Judging fee (9 @ \$150), ACTR Teacher Fee (7 @ \$30), Charter Bus (1 @ \$1800) for the Noble Network Charter Schools, transportation/mileage for other schools (2 @ \$250)] 100 high school students from Illinois compete in the ACTR Spoken Olympiada of Russian. The Noble schools (Pritzker and Noble) serve minority populations.	AP1	42
f	International Week/ World Festival (Middle School)		\$500	\$500	\$500	\$500	\$2,000	C	[Domestic travel support for rural middle schools (5@\$100) annually] Description/Partners: Annual series of activities designed to highlight our global campus to the community and raise awareness about the breadth of international education, activities, and resources available. Coordinated by a cross-campus organizing committee including representatives of Illinois NRCs. Highlights include the Citizens of the World Festival where rural middle school travel to campus to engage with the international educational activities; Taste of Languages allows participants to "sample" less commonly taught languages through short lessons; Travel Around the World Fair featuring students presenting about different countries, college-level study abroad fairs, international career sessions with the Career Center.	AP1	42
g	Global Fest Illinois for K-12 educators and students		\$250	\$750	\$250	\$250	\$1,500	C	[Travel support for schools (5@\$50) annually] Description/Partners: REEEC, along with other UI NRCs have been a partner for two decades with outreach coordinators serving on the planning committee. GlobalFest Illinois creates a day of immersive authentic world cultural experiences, languages and competitions. Teachers can earn PDs for participation. It will be Hosted on UI campus in 2020 collaboration with CLIC and UI NRCs	AP2	42
h	International/Area Studies K-12 Advisory Committee		\$200	\$200	\$200	\$200	\$800	E	[Travel stipend for out-of-town committee members for regional transportation (10@\$20) annually; Year 3 room rental \$500] Description: This Committee meets twice a semester with the Illinois International Outreach Council (IOC), a standing committee comprised of Outreach Coordinators of NRCs, to assist the IOC in design, execution, and evaluation of the K-12 outreach programs, including teacher training and curriculum development workshops, initiatives, professional development opportunities, outreach to schools and programming for K-12 students, giving K-12 educators a voice in determining Illinois NRC K-12 outreach. 20 members currently serve on the committee.		
i	Area Studies & Outreach Conference: Best Practices in Internationalizing Classrooms and Communities		\$100	\$100	\$100	\$100	\$400	N	[Venue rental in Chicago in Yr1] Description/Partners: In 2016, Illinois NRCs organized the first large-scale Area Studies Outreach Conference in Washington D.C., bringing together 83 representatives from the NRCs and IFLE and in coordination with the annual National Council for the Social Studies (NCSS) conference. The conference highlighted important themes across international and area studies and produced valuable insight into best strategies for engaging with the K-12 communities, MSI/CCs, and the general public. The conference will take place in Chicago in 2018, once again under the organization of Illinois NRCs.		
j	Small Urban and Rural Community and School Outreach		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	E	[Transportation/mileage 10 @ \$100 ; curriculum materials \$500 annually] Developing specialized language and area studies modules for K-12 classroom in IL, presenting at High School and CC language and recruitment fairs	AP1, AP2	

2018-2022											
k	Outreach GA		\$11,284	\$11,510	\$11,740	\$11,975	\$46,508	C	[1GA 15hrs/week for 9 months @ \$23.75/hr each, annually; estimated 3% increase annually] Outreach GA works with the REEEC Outreach Coordinator to run educational programs, develop pre-K - 12 programming, and support teacher training and professional development.	AP2, CP2	
l	Communications, Programming, & REEEC Library GA		\$15,045	\$15,346	\$15,653	\$15,966	\$62,011	E	[1GA 15hrs/week for 12 months @ \$23.75/hr each, annually; estimated 3% increase annually] Communications, programming and Library GA works with REEEC AD and Outreach Coordinator to promote campus, K-12, and public programs through REEEC website, listservs, social media, mailers, and campus news outlets; manages the REEEC educational library; organizes graduate student contributions to the REEEC blog; and assists with REEEC summer programming and outreach.	AP1	
m	Community College/MSI Partnerships Internationalizing CC/MSI Instruction at the International Summer Research Lab (ISRL)		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	C	[Travel for MSI/CC participants (2 @ \$250 domestic transportation) and stipends (2 @ \$500 annually)] Description: Illinois NRCs, in collaboration with the International and Area Studies Library (IASL) host the ISRL to support the internationalization of CCs nationwide during summer. Participants include faculty, librarians, and administrators interested in expanding international/area studies curricula, instruction in LCTLs, library collections, or international/area studies education programs at their home institutions. Participation in the ISRL provides resources and time for research and curriculum and program development otherwise unavailable to applicants. With the assistance and expertise of our University librarians, ISRL provides the opportunity and funding to assist with the creation of materials to help internationalize curriculum, programming and library collections at CCs. ISRL also hosts a Collaborative Workshop at which participants workshop their projects, discuss research strategies, establish collaborations, and engage with guest speakers specializing in community college curriculum, programs, and library collections. In 2017, 57 colleagues participated from CC/MSI (including Tribal Colleges and Universities, TCUs) located in 10 different states across the US (AZ, CA, IL, MI, MO, NC, NJ, OH, SD). 7 participants focused on REEES and created curriculum materials made available online (free of charge -- total 2,773 downloads as of May 2018.)	CP1	16,20,44

2018-2022											
n	Internationalizing the Curriculum at Parkland Community College (and partner schools)		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	E	[4-6 Stipends to CC faculty for course development @\$250 each, annually; 5 travel stipends @\$100 each for symposium participants (domestic transportation) in Yrs 2 & 4] Description: During the 2014-18 cycle, Illinois NRCs REEEEC, CGS and EUC partnered with Parkland and supported development and teaching of new curriculum. Five faculty from the anthropology, criminal justice, geography, history, psychology and sociology programs participated in pedagogical workshops to incorporate global studies issues into their course materials, assignments, and assessments for 7 courses. A small collection of global studies teaching and reference material was purchased for the Parkland College Library. Both components of the project focused in drawing from scholarship on Russia, Eastern Europe, Eurasia, and the EU. Teaching materials produced include revised syllabi, assignment instructions and rubrics, student sample work, and student surveys, all featuring the use of scholarly work from the targeted area studies. The materials were uploaded to Parkland's online repository, SPARK, so it can be accessed by other community college instructors. Given the success of these initiatives, we will sustain and expand this work to have a more direct impact on Parkland students and on peer community college faculty. We estimate to reach 200-250 students every academic year; train over 30 full and part time faculty at Parkland; and reach 20-25 faculty in other CCs through two symposia in Yrs 2 & 4. Partners: Illinois NRCs, Parkland Community College. Slavic Review will host a CC intern during 2018-2022 [no T6 funds requested].	AP2, CP1	44
o	Midwest Institute for International & Intercultural Education (MIIIE) Workshops for CC faculty		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[Travel stipends for MSI/CC participants (5 x \$200 domestic transportation, annually] Description/Partners: The MIIIE is a consortium of community colleges (currently 134). MIIIE was highlighted as best practice in CC/MSI outreach at the IFLE webinars in September 2017, and REEEEC has been a partner for two decades. MIIIE's primary objective is to support curriculum and professional development by organizing curriculum workshops, fall and spring conferences, overseas projects for faculty and students, assistance with grant development, provide faculty mentoring and professional networking. MIIIE also has an extensive database of curriculum modules representing about 30 disciplines. REEEEC works with MIIIE to develop these workshops via participation of REEEEC faculty and staff and will co-sponsor the week-long curriculum workshops on the following themes, which will include Global Poverty, Inequality, and Development (2019); Social Justice and Global Institutions (2019); Human Security, Liberty, and Rights (2020); Global Institutions and Peoples Livelihoods (2020); Global Competition, Cooperation, and Conflict (2021); Norms, Values, and Global Identity (2021); Human Rights and Cultural Diversity (2022); Human Migrations and Global Networks (2022).	CP1	3,4, 43-44

2018-2022											
p	CC/MSI Librarian Partnership & Professional Development		\$1,000	\$1,000	\$3,000	\$1,000	\$6,000	N	[Stipends for MSI/CC participants (4 @ \$250, annually) Description/Partners: Rooted in the success of ISRL during the 2014-2018 cycle (see E5c) and based on feedback from CC/MSI librarian participants, REEEC will partner with the UI NRCs and the International & Area Studies Library (IASL) to develop a new program that focuses on the needs of MSI/CC librarians in their efforts to support internationalizing curriculum and programming at their institutions. This initiative will be facilitated by the Network of Illinois Learning Resources in Community Colleges (NILRC), which includes 40 institutional members in IL and 4 in MO. In Yr. 1, a focus group of 10 MSI/CC librarians and area studies librarians from IASL will meet and conduct needs assessments in order to develop a framework for libraries and librarians to support internationalization efforts at MSI/CCs. In Yrs. 2 & 3, the focus group will develop materials, resources and guidelines that will be presented in national workshop, hosted by UI NRCs and IASL in Yr. 4, and further disseminated through on the web.	CP1	3,5,50
q	College of Lake County (MSI), Center for Non-Violence, Poland		\$500	\$500	\$500	\$500	\$2,000	N	[Co-sponsorship @ \$500, annually] Description: Develop a WebEx course on nonviolence in creating and sustaining social change in Europe from a comparative perspective, in partnership with CLC and also featuring faculty from participating CCs for various sessions. Builds on CLC course on Critical Thinking that focuses on critical thinking skills and nonviolence to promote social justice and sustainability of civil societies. Faculty lead: Larry Leck (College of Lake County)	CP1	
Pre- and In-Service Teacher Training											
r	Global Perspectives Across Disciplines Pre-service TA		\$855	\$872	\$889		\$2,616	E	[1TA 15hrs/week for 9 months @ \$23.75/hr each, annually; estimated 3% increase annually; split with Illinois NRCs] Elementary pre-service TA for the Global Perspectives in Elementary Education courses: Science (Year 1), Literatures (Year 2), and Social Sciences (Year 3). Year 4 will be devoted to assessment as the program continues to run in the College of Education. Expands the successful 2014-18 Global Perspectives for Middle School Education in Social Sciences program co-sponsored by REEEC and CEAPS. Faculty Lead: Barbara Hug. Partners: UI NRCs.	AP2, CP2	3,4,50
s	Globalizing Elementary Teacher Training Summer Workshop & Materials - CoEd		\$500	\$500	\$500		\$1,500	N	[Co-sponsorship of summer workshop @ \$500, annually] The workshop will train College of Education faculty and TAs in the Global Perspectives Across Disciplines curriculum.	AP2, CP2	3,4,50
t	Gateways to World Music/Artist-in-residence program: CWM, Music Education		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	E	[Transportation and speaker fee for one speaker @\$1000 annually] Description/Partners: Illinois NRCs, Music Education, and Center for World Music. Providing concentrated instruction of music traditions of the world for UI students and faculty, educational engagement for K-12 teachers and students, and performance/lectures open to campus and community audiences	AP2, CP2	
u	Migrant Farm Worker Education Program: Teacher Training, K-12 Education		\$250	\$250	\$250	\$250	\$1,000	N	[Materials for REEEES curriculum @ \$250 annually] Organized by Parkland faculty in collaboration with College of Education pre-service teachers, K-12 students from central Illinois attend a week long camp, which includes lctd and area studies educational activities. Partners: CoEd, Parkland CC, Illinois NRCs, other campus partners.	AP1, AP2, CP1, CP2	

2018-2022											
v	Spurlock Museum & College of Education Big History GA		\$1,333	\$1,360	\$1,387	\$1,415	\$5,495	N	[1 GA 10hrs/week for 9 months @ \$23.75/hr each, annually; estimated 3% increase annually] Description: We will expand the successful Illinois-based Spurlock Museum middle school outreach program to new schools in rural Illinois, in addition to augmenting the existing collection with objects that represent contemporary REEES national, ethnic, and political identities. Spurlock Museum has created a hands-on curriculum and teaching materials that bring the complexity of human history to life through in-depth study of artifacts and cultural histories (including over 180 teaching kits with artifacts and artifact replicas, curricular guides, and teaching tips, a website that makes the guides widely available, and workshops throughout the state to familiarize K12 teachers with the lessons). The program is unique in three ways: (1) use of the richness of human history to illustrate broad concepts; (2) repeated contact and combination of classroom and museum lessons through ongoing, consistent contact with museum educators, both in the galleries and the classroom. Monthly visits to classes allow the outreach to be fully integrated with other curriculum; (3) Museum educators, in this case, are students in Museum Studies and pre-service teachers (College of Education). No other education programming provides this prolonged early career immersion in the middle school classrooms. The program is currently active in the Champaign School District, reaching all 650 Champaign 6th grade students and integrated into their Big History curriculum. Its expansion will contribute to achieving equity between rural and population center schools, an ongoing challenge in our region. Additionally, it expands the diversity of classrooms and student populations to which student teachers gain exposure through participation in the program. Curriculum is disseminated through the Spurlock website and training for teachers is available at no charge, by request. Partners: CoEd, Spurlock Museum, and Illinois NRCs. Faculty lead: Elisabeth Stone	AP1, AP2, CP2	3,42,50
w	Spurlock Museum - Big History Materials for Teaching Kits		\$500	\$500	\$500	\$500	\$2,000	N	[Curriculum kits: 1 new kit @ \$500 or 1-3 additions to kits @ \$100 - \$250 each, annually] Enhancement and creation of new Big History curriculum kits with REEES region content.	AP1, AP2, CP2	3,42,50
x	JACS K-12 Teacher Workshop		\$250	\$250	\$250	\$250	\$1,000	N	[1 speaker fee @250 annually] Description: Offered to local/regional K-12 teachers in conjunction with the JAC Annual Workshop/Lecture Series & Bi-annual Symposium. Partners: Illinois NRCs.		3,4,50
y	CLIC Language Teacher Workshops (CC and K-12)		\$500	\$500	\$500	\$500	\$2,000	N	2 K-12 Workshops; 2 virtual workshops open to all language teachers. [Travel stipend (10@\$50) for teachers] Description: Developed using the results of a nation-wide needs survey of college language educators in collaboration with the Center for Language Instruction and Coordination (CLIC). Train language educators in implementing current approaches and best practices for effective language teaching and learning. Topics include: integrated performance assessment, teaching grammar communicatively, incorporating technological tools and authentic resources, techniques for maximizing target language use and comprehensible input, implementing project-based learning in Intermediate and Advanced language courses, and administrative and pedagogical considerations for online language teaching. Partners: CLIC/LAS, UI NRCs	AP2	36-37
Outreach to Community											
z	Authors, Artists, and Professionals Series		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	C	[1-2 speaker fees @ \$500 - \$1000, annually] Brings authors, artists, and other professionals to campus and Champaign-Urbana to discuss their works and perform.	AP1	5

2018-2022											
aa	European Union Film Festival Chicago		\$500	\$500	\$500	\$500	\$2,000	N	[Int'l travel for one speaker/film director for transportation @\$500 annually] Description/Partners: Month-long film festival featuring movies from each EU member country. Features talks by the members of the EU Consular Corp in Chicago, film-makers. In partnership with Chicago Gene Siskel Center, EU National Institutes of Culture in Chicago, EU Consular Corp in Chicago, and their embassies in Washington, D.C. MSI UI-Chicago LAS faculty; and UI LAS faculty who lead pre- and post-screening discussions and teacher training workshops and serve as festival advisors	AP1, CP1	
E4 Program Evaluation											
a	Joint Area Centers Evaluation		\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	C	[Evaluator fee] Description: Evaluation by Outlier of programs sponsored jointly by the Illinois NRCs		
b	LCTL Proficiency Test Coordinator & Evaluation		\$375	\$375	\$375	\$375	\$1,500	E	[Professional service fees] Description: For student language proficiency testing (OPIs) for LCTLs and FLAS Fellowship languages. Faculty Lead: Charlie Webster (German Languages & Literatures, CLIC)		4
c	Russian Proficiency Test RA		\$8,549	\$8,720			\$17,268	E	[1 RA 10 hrs/week @ \$23.75/hr for 9 months, Year 1 and 2; estimated 3% increase] An advanced Slavic Languages and Literatures graduate student will implement and evaluate the Russian Proficiency Tests developed in 2014-18 under the direction of David Cooper (Slavic Languages and Literatures).	AP2	
E5 Other Fringe		7.75%	\$8,805	\$9,040	\$8,592	\$8,826	\$35,263				
Subtotal Other			\$206,557	\$209,091	\$209,407	\$202,076	\$827,131				
TOTAL											
Total Direct Costs			\$258,389	\$258,609	\$259,736	\$250,740	\$1,027,474				
Indirect Costs @ 8%		8%	\$20,671.10	\$20,689	\$20,779	\$20,059	\$82,198				
TOTAL NRC BUDGET			\$279,060	\$279,298	\$280,515	\$270,799	\$1,109,672				

**Russian, East European, and Eurasian Center
2018-2022 FLAS Budget**

GRADUATE ACADEMIC YEAR	No of Awards	Award Amount	2018-19	2019-2020	2020-2021	2021-2022	TOTAL
FLAS FELLOWSHIPS - Subsistence	8	15,000	120,000	120,000	120,000	120,000	480,000
FLAS FELLOWSHIPS - Institutional	8	18,000	144,000	144,000	144,000	144,000	576,000
SUBTOTAL	8	33,000	264,000	264,000	264,000	264,000	1,056,000

SUMMER							
FLAS FELLOWSHIPS - Subsistence	5	2,500	12,500	12,500	12,500	12,500	50,000
FLAS FELLOWSHIPS - Institutional	5	5,000	25,000	25,000	25,000	25,000	100,000
SUBTOTAL	5	7,500	37,500	37,500	37,500	37,500	150,000

SUBTOTAL GRADUATE			301,500	301,500	301,500	301,500	1,206,000
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UNDERGRADUATE ACADEMIC YEAR	No of Awards	Award Amount	2018-19	2019-2020	2020-2021	2021-2022	TOTAL
FLAS FELLOWSHIPS - Subsistence	2	10,000	20,000	20,000	20,000	20,000	80,000
FLAS FELLOWSHIPS - Institutional	2	5,000	10,000	10,000	10,000	10,000	40,000
SUBTOTAL	2	15,000	30,000	30,000	30,000	30,000	120,000

SUMMER							
FLAS FELLOWSHIPS - Subsistence	2	2,500	5,000	5,000	5,000	5,000	20,000
FLAS FELLOWSHIPS - Institutional	2	5,000	10,000	10,000	10,000	10,000	40,000
SUBTOTAL	2	7,500	15,000	15,000	15,000	15,000	60,000

SUBTOTAL UNDERGRADUATE			45,000	45,000	45,000	45,000	180,000
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TOTAL REQUEST FOR FLAS			346,500	346,500	346,500	346,500	1,386,000
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